



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
CENTER FOR EARLY CHILD CARE AND EDUCATION (ECCE)

UTILIZATION OF INSTRUCTIONAL RESOURCES IN
PRE-PRIMARY EDUCATION PROGRAM IN "O" CLASS IN
MEKELLE CITY

BY

GEBREMEDHIN HADDISH GIDEY

(REG. No. GSK/1056/09)

SEPTEMBER, 2016

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A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR DEGREE OF MASTER IN EARLY CHILD CARE AND EDUCATION (ECCE)

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Advisor	Signature	Date
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_____	_____	_____
Examiners, External	Signature	Date

ACKNOWLEDGEMENTS

First and for most, I would like to express my sincere and deepest gratitude to my advisor, Mr. Fisseha Teklu for his continuous constructive advice, support, comments, suggestion and feedback throughout my thesis work. Without his special and critical advice this study would not have got its current shape.

My deepest gratitude also goes to Dr. Fisseha Hadgu, Dr. Aregawi Zeferu, Dr. Gebreyesus, Mr. Alemseged Haddush and Mr. Hailu Gebru for their continuous constructive comments and supports of the research work. I also sincerely thank all the respondents i.e. O-class teachers, school principals and school pedagogical center coordinators in Mekelle City.

Finally, I would like to express my sincere thanks to W/ro Lemlem G/slassie for her heart full support in arranging and designing the thesis text.

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LIST OF ABBREVIATIONS AND ACRONYMS

BESO	Basic education system overhaul
E.C.C.E	Early child care and education
EFA	Education for all
ETP	Education and training policy
IMs	Instructional materials
T.G.E	Transitional government of Ethiopia
SPCs	School pedagogical centers
U.N.C.R.C	united nation's convention for rights of children
UNESCO	united nation education science and cultural organization

ABSTRACT

The main purpose of this study was to assess the availability of instructional resources, the practice of the utilization of instructional resources, factors that affecting utilization of instructional resources, and the appropriateness of instructional resources in teaching learning process in "O" class in Mekelle City. To this end, a descriptive survey research design was employed to conduct the research in forty four (44) "O" classes. The sources of data, then, were "O" class teachers, school principals, school pedagogical center coordinators and observation. There were sixty seven (67) "O" class teachers, forty four (44) school principals and forty (40) school pedagogical center coordinators in the public "O" class in Mekelle City. In this study census sampling techniques used to conduct the research. The instrument used for data collection was: a questionnaire, interview and observation. The data analysed through the use of percentages and descriptive statements. The results changed into percentages and statements and finally tabulated using tables and interpreted. The findings of the study revealed that the availability of instructional resources within "O" classes was inadequate or insufficient, degree or status of utilization of instructional resources were weak, and there were several factors that affected the utilization of instructional resources. The instructional resources also were not culturally and developmentally appropriate to teach the "O" class children. Most of the instructional resources were locally prepared from the environment by teachers. Therefore, the study recommended that the concerned bodies should pay special attention to make children learning more meaningful and concrete by providing adequate and appropriate instructional materials in the teaching learning process.

Keywords: Availability, utilization, instructional materials, factors hindering utilization of instructional materials.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Instructional resources enable preschool children to perform well in number work activities. Instructional resources they stimulate and sustain interest in learning by providing firsthand experience with the realities of the physical and social environment. Kabiru and Njenga (2007) indicated that use of variety and adequate instructional resources in pre-school classrooms arouses children's attention and sustains their interest. Learners become motivated and stay focused in number work activities. Adequate instructional resources also make learners to develop a positive attitude towards number work at an early stage. Instructional resources should be plenty so that every child in the classroom can choose what to interact with. Use of variety of resources is important so that all children can be involved and no child is left idle during number work lessons.

Preschool ages are very essential in the life of an individual. The foundation for learning and the basic attitudes is laid during the first five years of life. To motivate children's learning and to promote healthy growth and development, children should be delivered with appropriate instructional materials, guidance, stimulation and care. Children attain knowledge, attitudes and skills at an early age. According to Hobart & Jill (1999), instructional resources/ materials play a fundamental role in teaching and learning at various levels of education, especially at preschool level, where a strong foundation is needed. Materials usually employed in the production of instructional resources/materials are to serve as teaching and learning aids.

Kate (2006) reported that learners must be provided with different types of instructional materials to improve learning by enabling them to recognize number symbols, shapes and their value. Kate (2006) further stated that learning of basic number work vocabulary and the ability to observe and discover new ideas in number work involve the children engaging with the instructional materials.

Agina (2005) defined instructional resources/materials as concrete or physical objects which provide sound, visual or both to the sense organs during teaching learning process. Ikerionwu (2000) described instructional resources/materials as objects or devices that the teacher uses to make learning meaningful to the learners. Furthermore, Onyeachu (2006), stated

instructional resources/materials as means and means of making the teaching and learning process easy-going, more meaningful and understandable. In a similar definition, Babalola (2004) also, described that instructional resources/materials are intended to promote and advance effective teaching and learning practices.

One significant factor in a teaching learning process is getting a lot of attention to the utilization of instructional resources/materials. Instructional resources/materials are those materials used by teachers to simplify their teaching. Instructional resources/materials, which are educational inputs, are important to the teaching of any subject in the school curriculum. The utilization of instructional resources/materials, furthermore, can bring an effective relationship between the real world and the symbolic world (Clark, 1983). That is, they have a power to bring the outside world/ into the classroom/ and the classroom into the outside world. Laying a sound foundation for children in the early years of life ensures a promising future for any society. It is hence important that appropriate and meaningful educational experiences are offered to children during those years to ensure high quality teaching and learning. There are numerous things that could significantly influence the quality of teaching and learning. One of such elements is the learning environment. The environment plays a critical role in that the richer the environment is the more concrete opportunities there for children to learn by interacting with instructional resources/materials. Learning environment comprises the availability and effective utilization of instructional resource/materials organized in attractive ways. The fundamental elements of quality preschool teaching and learning practice include well-organized and managed learning environments responsive and emotional supports, and the use of instructional resources/materials and meaningful instructional interactions to promote children's thinking and skill development (Omairyo, 2013).

Instructional resources/materials are important since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Instructional materials permit learners to have practical experiences which assist them to develop skills and concepts and to work in a variety of ways. The work of Sampath (1990), describes that people learn more through the senses of sight and hearing compared to the other senses. He also expressed that people generally learn through different senses: 1.0% of what they taste 1.5% of what they touch, 3.5% of what they smell, 11.5% of what they hear, 83% of what they see. Sampath also, stated that learners remember more when they see, hear, say and do. For example, People remember using various senses: 10% what they read, 20% what they

hear, 30% what they see, 50% what they see and hear and 80% of what they say and do. Children learn through their senses. They handle what is at hand. Young children are active by nature and learn better when not over controlled. They need to be stimulated to take part in many learning activities. Furthermore, Maduekwe (2007), noted that the use of appropriate instructional resources/materials influences students' performance in the following ways: it makes learning to become real and concrete, IMs help in focusing attention and motivating learners and it adds aural and visual dimensions to learning thus discouraging rote learning.

Generally, Dale (1996), tried to summarize the basic pedagogical benefits of instructional resources/materials as follows: concretize abstract experiences, relate theory with practice, make learning more functional by increasing relation, improve effective student skill development, facilitate active learning, encourage creative thinking and responsibility, create the access to the invisible realities and teach and entertain and overcome the limitation of time and space.

The main requirements of today's education are practice oriented, day-to-day use of classroom knowledge and maximization of independent learning (Arrends, 1994; Hall, 1995). Therefore, educators like Helnich (1996), and Wakshum (2001), have strongly supported the utilization of instructional resources/materials in the classroom for the successful accomplishment of instructional objectives and the progress of learners' mental thought. Hence, in the modern paradigm of teaching, the utilization of instructional resources/materials looks to be very essential due to the above various reasons.

In addition, due to the paradigm shift of the teaching learning process, the utilization of instructional resources/materials has become critically important. Supporting this, Silberman (1996), stated that currently, there is a move from a teacher centered to student centered ways of teaching. The introduction of student centered approach, from past to present, has got a significant attention. Therefore, interactive/active learning needs a maximum utilization of instructional resources/materials (Hall, 1995; Ambaye, 1999). To maximize learning and performance in student centered approach, effective utilization of instructional resources/materials is demanded. Teaching, according to Arrends (1994), Silberman, (1996) and Dehalstrom (1999), is conceptualized as a creation of a condition which encourages learners' active involvement in searching for and gathering information (knowledge) from variety of sources/instructional materials. Teaching is no longer considered as a situation which fosters the transfer of information from the teacher (a single source) to the students. In

general, the direct engagement of students in their learning tasks is accelerated through the use of appropriate and various locally and purchased instructional materials/resources.

Most of the instructional resources/materials are found from the children's direct environment. These materials are readily obtainable and easily manipulated. They are remarkably light in weight. According to the United Nations Convention for Rights of Children (U. N. C .R. C), education is a fundamental human right improvement (E.C.E, 1990). Jomtien World Conference on Education for All (EFA) and the world education forum in Dakar, Senegal (2000) recommended the use of instructional materials/resources in preschools. In the Jomtien and Dakar conferences, (Muiji & Reynolds, 2011) underlined the importance of instructional materials/resources in ECE for purposes of improving children's learning.

Currently, an attempt is being made in Ethiopia to introduce and practice the student centered instructional approach (Ambaye, 1999). The implementation of this approach is unthinkable without the optimum utilization of instructional resources/materials (Helnich, 1996). Furthermore, the importance of instructional resources/materials has been recognized in the education and training policy of our country. The policy clearly spells out that "so as to promote the quality, relevance and expansion of education, due attention will be given to the supply, dissemination and utilization of educational technology (instructional materials) and facilities" (Transitional Government of Ethiopia, 1994, p. 27).

According to Teheranian et al. (1997), appropriate utilization of teaching materials has the capacity to produce the best learning. This is because instructional resources/materials have the qualities which mainly influence the sense of sight. They further noticed that teaching materials encourage students' attention and interest, which may not happen by the use of common "chalk and talk" type of teaching.

Instructional resources/materials arouse and maintain interest in learning by providing first-hand experience of physical and social environment. Kabiru and Njenga (2007), showed that the utilization of varied and sufficient instructional resources/materials in preschool classrooms arouse children's attention and sustain their interest. Children become motivated and stay observed on learning activities. The utilization of variety of materials is significant so that all children can be involved and no child is left idle during teaching.

Barriers to the use of instructional resources/materials in instructional situations are varied as clearly stated by Emma, (2010). These barriers fall into two main categories: Extrinsic and Intrinsic barriers. Extrinsic has to do with access, time, support services, instructional resources/materials and training. Intrinsic has to do with attitudes, beliefs, practices and resistance. Furthermore, Aggrawal (1996) also, provides the list of problems or factors that hinder the utilization of instructional resources/materials encounter as: 1) Apathy of these concepts and practices impact is in one way or the other on the level and regularity of utilization of instructional resources/materials in class. Insufficient level of understanding can lead to refusal and discontinuance of its use because of the anxiety, tension and frustration likely to be faced by teachers. Teachers in general are yet to be convinced that teaching with words alone is very monotonous, wasteful and ineffective. 2) Absence of interest of students- The careful utilization of instructional materials arouses interest but when used without a definite purpose the students lose the materials ' significance and importance. 3) Ineffectiveness of the instructional resources/materials- Due to the absence of proper planning and the lethargy of the teacher and absence of good preparation, correct appearance, appropriate application and discussion, and the essential follow-up work, the instructional resources/materials do not prove their full usefulness. 4) Financial obstacles - Lack of financial resources is also a major barrier to the utilization of teaching materials. 5) Absence of electricity- the majority of the projectors, Radio and TV cannot work without electricity. 6) Lack of facilities for training- is also a problem so training agencies or institutions should make special provision to train teachers and workers in the utilization of these materials.7) other obstacles include shortage of coordination 8.)Language difficulty 9) Not catering to local needs- Little attention is given in the production of the local sociological, psychological and pedagogical aspects.

1.2 Statement of the Problem

Availability of instructional resources/materials improves the effectiveness of schools as these are fundamental things that can bring about good academic performance in the learners. The effective learning of a preschool depends on how the teacher plans, arranges and manages his/her class and particularly in the productions, use and storage of instructional resources/materials. The teacher should ensure to make a rich learning environment, appreciate what children learn by doing and bring children's environment closer to the classroom environment by using local materials/resources (Njeru, 2010). Availability and

utilization of instructional resources play an important role in the attainment of educational goals, objectives and learners' performance.

Utilization of instructional resources/materials in early childhood, makes learning interesting. Young children need plenty of teaching materials/resources for them to develop and grow holistically. Igaga (1987) asserts that young children are active and they learn by doing and therefore a wide variety of instructional materials should be provided to them. Instructional resources/materials help the children to understand what is being taught when they see and handle the object itself (Shankar 1980). This has been emphasized by a number of scholars such as Lockheed (1991) who says that instructional resources/materials are critical ingredients in learning and that the preschool curriculum could not be easily implemented without them. Furthermore, Kibe (2011) stated that there is a good relationship between effective teaching and the use of instructional resources/materials. This implies that for effective teaching and learning, utilization of instructional resources/materials is necessary. Furthermore, Kibe (2011) argued that while some educators have been fascinated by the potential of instructional materials to enhance teaching and learning, teachers lagged behind in using instructional materials during teaching and learning. Instructional materials are integral components of teaching number work in learning situations. Preschool teachers exhibit low utilization of instructional resources/materials during teaching learning process possibly emanating from their preschool teacher learning experience (Mwololo, 2009). Though instructional materials facilitate learning process in the classrooms, only a few instructional resources are provided to pre-schools.

In the case of Tigray in general, particularly in Mekelle City, although formal studies were not conducted yet, that is it was only in report form, some annual reports in Tigray Education Bureau indicated also absence of well-organized instructional resources/materials centers. In this study, the researcher couldn't find a research conducted on the utilization of instructional resources/materials in "O" class in Mekelle City. Many research findings have been made in Mekelle City on the availability and utilization of instructional resources/materials at elementary and high school levels. Therefore, the researcher based on this reasons, initiated to assess the practice of utilization of instructional resources/materials in preschool education in "O" class in Mekelle City.

1.3 Objectives of the Study

The main objective of this study was to assess the practice of utilization of instructional resources/materials in the teaching and learning process in "O" class in Mekelle City.

1.4 Research Questions

More specifically, the research tried to answer the following research questions:

- What instructional resources/materials are available in "O" class in Mekelle City?
- What is the status of instructional resources/materials utilization in the teaching learning process in "O" class in Mekelle City?
- What are the factors affecting the utilization of instructional resources/materials in teaching learning process in "O" class?
- Do the instructional resources/materials culturally and developmentally appropriate in teaching pre primary education ("O" class) children?

1.5 Significance of the Study

The study will be expected to have the following significances to "O" class teachers, school principals, supervisors, school administrators, educational experts and future researchers. The result of the study will have the following specific significances:

- This study will be significant in identifying the current status of availability, utilization and challenges that affecting/hindering instructional resources/materials utilization in Early Childhood Care and Education (ECCE).
- It further allows for "O" class teachers, school administrator and school pedagogical center coordinators in designing appropriate and effective instructional resources/materials by identifying the challenging factors to apply the proper utilization of instructional materials.
- It also serves as a future reference for other researchers who are interested in Early Childhood Care and Education (ECCE).

1.6 Scope of the Study

The study is delimited to the assessment of availability, status of utilization of IMs, factors affecting the utilization of instructional resources/materials and appropriateness of IMs in teaching learning processes in the "O" class in Mekelle City. The Private preschools not included in the study to make it more manageable. This study is also only delimited to

primary data sources. The study dealt with sixty seven (67) "O" class teachers or facilitators, forty four (44) school principals and forty (40) school pedagogical center coordinators.

1.7 Operational Definitions

"O" class: A class that is attached to primary school which is intended to prepare children for primary schools and it is a readiness program which further lays the foundation for the future education and development of children.

Instructional Resources refers to materials that assist the teacher in the teaching process. They can be concrete objects, improvised or commercially produced to meet the desirable objective.

Instructional materials: Are any materials (factory products, teacher-made, student made and others), which contain information that make the teaching learning process more meaningful, concrete, practical, active and independent.

Utilization: Refers to the appropriate usage of teaching instructional materials by "O" class teachers or facilitators during teaching learning process.

Status of im/resources: Refers to the degree or frequency of utilization instructional materials/resources by teachers.

Pre-primary education program: Refers to institution where young children of age 3-6 years are introduced to the school environment.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

This chapter focuses on reviewing various literatures and research findings, which are assumed to have relevance to the study.

2.1. Meaning, Definitions, and Concepts of resources/Instructional Materials

Pre-school education as a concept is very broad and goes outside just the provision of education to pupils. It also incorporates the delivery of social, health and psychological desires of a learner in total (UNESCO, 2004). Osakwe (2006), stated that, it includes the all-round development of an individual's physical, social, moral, intellectual and mental state and as stated, "Education is a development of the whole man", that is, it ensures the advancement or changes of an individual in all aspects. Pre-school education is a programme which provides children with a motivating play environment that encourages language, social, emotional, physical and intellectual growth and development. It is a programme which stimulates interaction with the environment, active involvement in activities carried out in groups and stresses on providing first-hand experience to learners which enhances creativity and problem solving ways that enhance acquisition of skills related to the process of learning. Furthermore, Mwangi (2009) stated that adequate manipulative resources and models assume a critical role in helping children learn number work.

Instructional resources/materials have different names such as instructional technology, instructional media (Heinich, 1989), audio-visual materials (Dale, 1969), etc. Instructional materials are therefore, sight tools for teachers at all levels of education for effective instructional delivery and promotion of learner's academic achievement. Appreciating the importance of instructional materials Dike (1989), also described them as alternative channels of communication which a teacher can use to squeeze the information and make them more vivid to his learners.

Instructional resources/materials therefore constitute the media of exchange through which a message transaction is facilitated between a source and a receiver. In addition to extending the range of materials that can be used to convey the same instructional message to learner's instructional resources/materials also facilitate the 'process' nature of communication. In this passage, the process nature of communication implies that both the source and the receiver of

a message are actively involved in a communication encounter. In fact, it means that the receiver and the source share and exchange ideas, feelings in any communication (Tyler, 1986, Dike 1989).

For effective teaching and learning, textbook and instructional resources/materials are basic tools, in absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non-exciting (Eshiwani 1983). In addition, Ayot and Briggs (1992), point out those poor results in education relates to the amount of resources and instructional resources/materials allocated to it. Hallack (1990), further discovered that learning experiences are fruitful when there are adequate quantity and quality of physical materials/resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance.

The responsibilities of teachers include teaching effectively by considering the individual's needs in classroom and using different instructional strategies as appropriate. Teachers, caregivers and parents are encouraged to make use of locally available materials in their immediate environment. Freeman and Hatch (1989), emphasizes that lots of learning materials should be provided for children to acquire new knowledge and skills. According to Oluoch (1991), teachers and community members are encouraged to improve and make use of the locally available instructional materials.

2.2 Types of Instructional resources/Materials in Teaching Learning

Process

Instructional resources are gathered and prepared ahead of time as pre-school children cannot be expected to sit diligently while waiting for the teacher to prepare the materials and collect activity suppliers for lessons. Availability of instructional resources depends on storage and usage habits (Abdelrahim, 2008). The quality of education and training on participation given to pre-schools children depends on the availability and adequacy of instructional resources for classroom learning.

According to Aguokogbue (2000), instructional resources/materials in teaching could be categorized into: 1) visual materials 2) audio materials 3) audio-visual materials 4) materials/software 5) equipment/hardware 6) electronics 7) non-projected media 8) two-dimensional instructional material and 9) three dimensional materials.

According to Megbo and Saka (2015), effective teaching cannot be fully accomplished without the use of different types of instructional resources/materials because they promote closer and effective communication between the teacher and the learner. Contributing to the importance of instructional resources/materials Mwangi (2006), pointed out that IMs serve in enhancing retention, stimulating students' interest and making learning more permanent by providing first-hand experience with the realities of the physical and social environment. Instructional resources/materials can be classified as, graphic materials, three-dimensional materials, still pictures, still projected pictures, motion pictures and audio materials (NAPTEA, 2008) etc.

Ezegebe (1994), also classified them into two; visual materials made up of reading and non-reading materials, and audio visual materials comprising electrically operated and none electrically operated materials. Furthermore, according to Farombi, (1998), instructional resources/materials include books, audio-visual, software and hardware of educational technology. He further opines the availability, adequacy and relevance of instructional resources/materials in classrooms can influence quality teaching, which can have positive effect on students' learning and academic performance.

However, various types of instructional resources/materials can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives and some of the instructional resources/materials necessary for effective teaching and learning preschools include the chalkboard, models, graphs, charts, maps, pictures, diagrams, cartoons, slides, filmstrips, radio, and television (Kochhar, 1991).

2.3 Importance of Instructional resources/Materials

Instructional resources/materials in teaching learning process generally make the teaching-learning process easier. At all level of education, instructional resources/materials in teaching are very important in the attainment of the desired goals and objectives. The traditional chalk board method of teaching involves only the learning sense of hearing and them easily loose of interest after some time. However, the utilization of instructional resources/materials in teaching and learning situation involves not only the sense of hearing but also the sense of sight and touch. Looking at educational practices, the Chinese proverb concludes that: "*I hear-I forget, I see- I remember, I do-I understand*". It was concluded that instructional

resources/materials in teaching ensure more effective learning and since the learner not only hears but also sees and does.

Instructional resources/materials are essential tools in learning every subject in the school curriculum. They allow the students to interact with words, symbols and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, using media and technology. Instructional resources/materials are considered important in teaching and learning in all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as dry and non-exciting (Eshiwani, 1983). For example, textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder contribute much in making learning more interesting (Atkinson, 2000). The importance of instructional resources/materials is also evident in the performance of students (Adeogum, 2001). Effiong and Igiri (2015) opined that the use of instructional resources/materials would make learning real, permanent and promote retention. It makes them enjoy and participate during lessons, and even repeat the activity during their free time. This enables the learners to keep the idea in their long term memory.

Effective teaching may be unavoidable without functional instructional materials to enhance innovative production in modern fields such as science and technology, among others Idris, (2008), to implement the curriculum teachers use a wide range and quality instructional materials for effective and efficient teaching and learning classroom activities.

According to Bajah (1992), the followings were some of the reasons for using the instructional materials: a good instructional material can supplement spoken or written words, it can bring teaching to life in a way which word cannot, words can describe people, places and objects but a picture immediately brings reality, a teaching aid can simplify and clarify what is complex and difficult to express in words, instructional resources/materials have motivational value for them to develop the interest of the student, instructional resources/materials can also promote retention as we can understand from the Chinese proverb that says “*what I hear I forget what I see I remember what I do understand*” and they save time, and energy what you will explain in ten minutes, will be possible in less time with the use of instructional resources/materials.

2.4 The Status of Utilization of Instructional Resources/Materials

Kibe (2011), argued that some educators have been fascinated by the potential of instructional resources/materials to enhance teaching and learning, teachers lag behind in using instructional materials. Though instructional resources/materials facilitate learning process in the classrooms, only a few instructional resources/materials are provided to preschools and some preschool teachers are not trained to use instructional materials/resources. Abrham (2001) also, conducted a research work on instructional resources/materials. In his study, he reported that the contribution of school pedagogical centers (SPCs) in facilitating the teaching learning process was below the expected level because they were poorly organized and were constructed without separate rooms as SPCs.

Proper utilization of instructional resources/materials enhances learning and ensures adequate participation on the part of the students. It may also help the teacher to teach a particular lesson more effectively or to solve a particular problem with ease. Kochhar (1991) said that a teacher who has adequate and utilize relevant teaching materials is more confident, effective and productive. These instructional resources/materials bring life to learning by stimulating students to learn. The use of IMs in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Kadzera, 2006).

On the other hand, Garuba (2003), and Okobia (2011), reported the shortage of instructional resources/materials in schools, and particularly preschools, leads to under-achievement. Killer (2006), also observed the shortage of learning resources in schools, but in spite of that, advocated that teachers should not use lack of resources as an excuse for not teaching well. This implies that rather than depending solely on ready-made materials, they should refocus on the teacher made, locally made or improved materials. Teacher made materials come with a number of advantages, since they are made by the teacher, such teacher- made materials are tailored to meet the specific objectives of the lesson as well as the specific learning needs of the learners in that particular classroom. Every technology or material used in class is subject to the teacher's control. The level of the teachers' creativity and performance skills will determine the level of success or failure of the activities.

2.5 Strategies Enhancing Utilization of Instructional Resources/Materials

Some important strategies that should promote the use of instructional materials/media for instruction in classes include provision of appropriate resources, ease of use of IMs and accessibility of the IMs. Secondly, teachers should engage in the selection and development of instructional materials/media resources. Further, an equal effort needs to be made to provide more instructional materials/media/ resources in the classrooms like computers and other electronic technology to support teacher's utilization materials. Fuller, (2000), in a study on supporting teachers in technology and computer use in academic subjects concluded that availability of learning materials and their accessibility to them determined the frequency with which teachers use instructional resources/materials. Thirdly, administrative support and encouragement by the school should be regarded- as key factor in implementing IM use. Fuller (2000) reported that teachers are encouraged to use instructional resources/materials/ technology in the classroom if they are given technical support. In this connection, if the school adjusts the nature of teaching tasks which include assigning manageable work load and number of students in class, adequate planning time would encourage teachers to use IMs (Tearle, 2003), considering the inherent complexity of technology integration in teaching.

2.6 Guide Lines in Selection of Instructional Resources/Materials

The fundamental elements of quality preschool teaching and learning practice include well-organized and managed learning environments responsive and emotional supports, and the use of instructional resources/materials and meaningful instructional interactions to facilitate children's thinking and skill development (Omairyo, 2013). Fuller (1987) stated that the quality of instructional processes experienced by a learner determines quality of education. Mwiria (1995) also, supports that students' performance is affected by the quality and quantity of teaching and learning resources. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Instructional resources/materials prove effective only when they suit the teaching objectives and unique characteristics of a particular group of learners. In this regard Aggrawal (1996), listed down the following principles: 1) principle of selection (IMs should suit the age level, grade level and other characteristics of the learners, should have specific educational values and should help in the realization), 2) principle of preparation(as far as possible, locally available materials should be used in the preparation of IMs, teachers should receive some training in the preparation of IMs and students also should be engaged in the preparation process), 3) principles of proper presentation (teachers should carefully

visualize the use of teaching aids before their actual presentation, they should fully acquaint themselves with the use and manipulation of the IMs to be show in the classroom, and the aids should be displayed properly so that all the students are also able to observe them and derive maximum benefit out of them), 4) principle of response (this demands that the teachers' guide the students to respond actively to the audio-visual stimuli so that they derive optimum benefit in learning).

At present, virtually all authorities in the areas of instructional media agreed that students can understand a lesson clearly and concretely when teachers use varieties of instructional resources/materials in their different combinations. For instance, instructional materials are decisive for effective and permanent learning. The selection of available materials depends on the following factors: durability, quantity and safety. Safety refers to materials should be saving to use. The materials should not expose children to danger. Resources/Materials should not be too small or rounded because such materials can easily be swallowed and choke children. The sharp edges of some materials are required to be trimmed and fine shaped smoothly: Teachers, parents and care-givers should design materials which are appropriate to the age of the learners (Oluoch 1991).

2.7 Instructional Material Theories

2.7.1 Theoretical Framework

Instructional material theories assume that there is a direct link between the materials that the teachers use, and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and positive attitude towards learning. Further, these theories assume that instructional resources/materials have the capacity to develop into students the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have positive impact on solving new problems by analysing the situation and formulating a plan (Gagné et al. 2005). According to Gagne et al, instructional resources/material can be used to develop higher learning abilities to the learners through self-teaching or guided learning. This implies that the instructional resources/materials mainly comprise “eliciting performance” and “providing feedback on performance correctness,” in addition to “providing learning guidance” for guided discovery learning.

Constructivist theory views learning as an active learning activity. Most constructivists such as Jean Piaget, Vygotsky, as well as the Gestalt Psychologists such as, Bartlett , Brunner and John Dewey share two main ideas that "learners are active in constructing their own knowledge and that social interaction are important to knowledge construction. According to Jean Piaget, children should learn using concrete instructional resources/materials from the local environment. They should be actively involved in manipulating materials in order to construct their own knowledge. According to Piaget learning is a constructive process (Donnel, 2009).

This research is supported by B.F Skinner's operant conditioning theory as a model of learning in influencing behavior. Operant conditioning, according to Skinner is the active learning by direct participation of the student. The learner changes behavior due to the stimulus given. Behavioral change is directly proportional to the incentive given. In a learning situation a student learns by experience and not mere reflexes. Learning during the operation involves responding to stimuli. Environmental conditioning is a significant element of operant conditioning. The teaching and learning instructional materials/ resources are stimuli that promote behavior change in students. Response towards particular stimuli within a given environment is another feature of operant conditioning. A learner's good response to the content taught will depend on the instructional materials/resources being utilized appropriately if present. Skinner also explained that the response can be repeated to prove its reliability. When the instructional materials/resources are constantly utilized the response will assist learner's mastery of content delivered.

2.7.2 Conceptual Frame Work

An effective learning process depends on accessibility and utilization of instructions materials/resources. Accessibility of instructional materials/resources is thus directly proportional to the utilization; however in schools the accessibility is normally inversely proportional to the utilization of the instructional resources. The chart below illustrates the researchers' view of instructional process in summary.

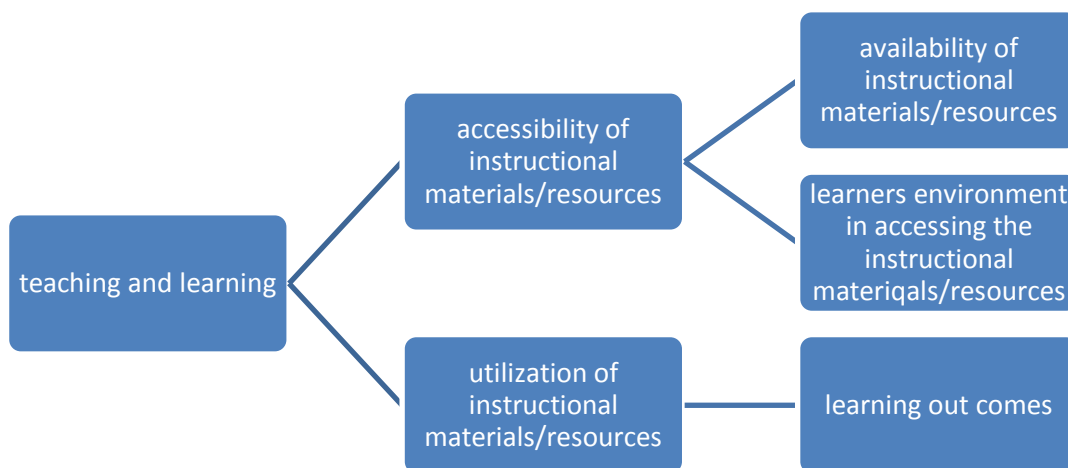


Figure 1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

This study employed a descriptive survey design to assess the practice of utilization of instructional materials in "O" class in Mekelle City. Because it provided the researcher with detail description of the existing conditions and it helps to collect ample data about the problem under investigation. The researcher used the mixed research method which includes both qualitative and quantitative approaches/methods in order to triangulate the information. As Creswell (2003), stated this could avoid biases inherent in any single method and neutralizes or cancels the biases of other methods. The qualitative approach is useful to the study because some of the data are non-numerical with the form of statement and observation about the utilization of IMs and the quantitative approach is useful for gathering numerical data.

3.2 Study Site

The study was conducted in Mekelle City which has seven sub cities. The names of the sub cities are: Adihaqui, Ayder, Hadnet, Hawelti, quiha, Semen, and Qedemay weyane. The number of public "O" class in Mekelle City is 44. The number of children within the "O" class: male 1027 and female 1155 total 2182. The number of teachers in the "O" class: male 0 and female 67 total 67. The researcher selected the area because of its familiarity with and accessibility to the researcher's work place hence, it was easy to collect data with limited time and resources. Furthermore the area is convenient for the researcher to develop immediate rapport with the respondents that makes data collection easy. Best (1993) argues that, since research requires careful thought, a number of practical factors including accessibility and cost factors become legitimate considerations.

3.3 Data Source

During the study the researcher used primary data sources. The primary source of data was obtained from the "O" class teachers, school principals and school pedagogical center coordinators. Another important data source was also classroom observation.

3.4 Population, Sample and Sampling Techniques

3.4.1 Population

The main target population of the study basically comprised all the "O" class teachers, school principals and school pedagogical center coordinators within the seven sub cities of Mekelle. There were sixty seven (67) "O" class teachers, forty four (44) school principals and forty (40) school pedagogical center coordinators in the public "O" class in Mekelle City and were the subject of the study. The total number of respondents/participant/ or target population included in the study was one hundred fifty one (151). Data was collected from these participants that is from O-class teachers, school principals and SPCs.

3.4.2 Sample and Sampling Techniques

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group, (Kombo & Tromp, 2006). However the researcher used the entire population in the City i.e. census sampling techniques as it is manageable for the researcher. Because Bailey (1978), expressed the opinion that studying the entire population in research gives more weight to the findings. Census sampling it involves asking or measuring everybody or everything so it is important to collect or get accurate and complete information. Since the target population were small in number and manageable the researcher used all the target population as subject or as participants.

3.5 Data Gathering Instruments

There is a deep conviction that there is merit in using more than one instrument as they supplement each other to generate credible data. Accordingly, in this research, questionnaire, interview, and observation have been employed as tools of data collection and the purpose was to obtain adequate information regarding the issue under investigation. Using different types of tools for data collection facilitate the validity of information collected.

3.5.1 Questionnaire

The questionnaire for teachers was prepared by the researcher in line to the purpose of the study. The questionnaire was both open and closed ended items. The open ended questionnaires involve free response questions and some restricted items. The closed ended items involve yes or no questions, choice part, and likert scales with four subscales. The number of questionnaire item was twenty two (22).The questionnaires consisting of background of the teachers and basic information regarding the availability of IMs, status of

IMs utilization, factors affecting the utilization of instructional materials and the appropriateness of the instructional materials. To check the reliability and validity of the instruments professional validation has been held by professional research experts and curriculum experts.

3.5.2 Interview

The semi structured interview was prepared for both school principals and school pedagogical center coordinators to gather information related to the availability of IMs, utilization of instructional materials, factors affecting utilization of IMs and about the appropriateness of the instructional materials in teaching "O" class in Mekelle City. The interview guide was developed by the researcher in collaboration with Tigray Educational Bureau experts. The number of an interview item for school principals were seven (07) and for school pedagogical centers were six (06). Its purpose is to cross check the connection and communication between them further for improving and cultivating of availability, utilization and factors affecting in utilization of IMs and the appropriateness of instructional materials teaching learning process.

3.5.3 Observation

The observation method is a way of gathering data by watching concrete behaviours or interaction processes, events or noting physical characteristics in their natural setting (Drury, 1992). Observation method provides direct observed information by the researcher. Through observation, the researcher perceived the teaching and learning activities in different "O" class settings. In addition to the questionnaire and interview, the researcher conducted classroom observation to gather data based on the availability, status of instructional materials utilization, factors affecting utilization of instructional materials and appropriateness of the IMs during teaching learning process by the teacher. In this case, observation check list prepared to be filled in during classroom observation. An observation of class conducted in twentyfive O-classes. As a guide line the researcher used an observation checklist which involves ten (09) number of items. The purpose of the observation checklist was to assure the availability and utilization of instructional materials in the actual classrooms. The observation checklist prepared by the researcher himself but further checked up or approved by senior education bureau experts to maintain the reliability and validity of the instruments.

3.6 Data Collection Procedure

The researcher sought permission from the city educational office to conduct the research by applying or submitting the official letter given from the Addis Ababa University Centre for Early Childhood Care and Education. The researcher visited the "O" class to familiarize with the schools and get acquainted with the school principals, SPCs and the teachers of the intended study. The researcher applied a letter for the authorization permit to collect the data from the "O" class. To get the consent from the respondents the researcher asked the will of the participants by directly asking them orally. The researcher agreed with the participants when and what to observe in the "O" class. After permission granted to access the schools and the data collection instrument were given to the participants in the study. The self-administered questionnaire was given to each respondent after the draft instrument checked and approved by the researcher's advisors before distributed. Two weeks have been given to the respondents to fill and return the questionnaire. Data collection for the current study encompassed triangulation. Triangulation involves collecting data using different methods as well as analysing the data from different perspectives (Hyland, 2006). Triangulation allows for a more comprehensive base for conclusions drawn from the data. All the data were collected by the researcher himself to promote proper collection of data. The interview with school principals and SPCs was conducted by phone from the schools. Personal interview method is used to provide in depth information. The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses Kothari (2004). Out (2010), also indicated the advantages of interviews can be conducted by phone or via internet-based media, from a centralized location: and this can greatly reduce costs associated with research and the results are pretty much as accurate as the face-to-face interview.

The instruments were prepared in two ways i.e. in English and Tigrigna for "O" class teachers, school principals and school pedagogical center coordinators to enhance understanding of items by the respondents. Questionnaire, interview and observation checklist instrument were used, thus, the instruments were translated into Tigrigna by the researcher himself. Seventy two (72) questionnaires were distributed and out of this sixty seven (67) of them were collected.

3.7 Methods of Data Analysis

The collected data from field work through the use of questionnaires, interviews and observations schedule was coded first to enable the analyses. The purpose of coding was to arrange and value the data. After coding the researcher entered the data into computer in an excel application sheet. This was carried out as follows: Before starting the analysis, the researcher read and re-read the transcribed data, collected, and documented based on utilization of instructional materials and then analysed through the use of percentages and descriptive statements and finally tabulated using tables and interpreted. The quantitative data were analysed using quantitative methods whereas the qualitative data were analysed using thematic analysing methods.

3.8 Ethical Issues

The researcher presented letters of introduction to the various preschool teachers, school principals and district education office requesting for permission to carry out research in their schools before the researcher starting to collect data. The purpose of the study was informed to the participants. The preschool ("O" class) teachers were assured of the confidentiality of the information collection and security of their job and respondents were treated with courtesy and respect in order to avoid misunderstanding between the enumerators and respondents. Each respondent was politely requested to fill the questionnaire regarding to the information provided. All participants were ensured by the researcher that their identity was not revealed in order to strengthen their confidence. The researcher asked for informed consent from respondents and respected their right. It was done by hiding the identity of the respondents' example, the name of participants involved was not written. The researcher attempted to establish a good rapport with the respondents. On securing permission, the researcher made preliminary visits to the public preschools to explain the purpose of the study verbally and then made necessary arrangements for the administration of instruments and data collection.

CHAPTER FOUR

RESULTS

The main emphasis of this chapter is to organize and categorize raw data collected through such instruments as questionnaire, interview and observation into specific patterns or categories and then an effort has been made to turn the data into useful and meaningful facts or information, thereby delivering answers to the basic research questions or objectives.

4.1 Demographic Data

Some background on sex, educational qualification and years of experience of the respondents participated in the study is summarized in Table 1.

Table 1 Demographic data of respondents

Variable	Category	Respondents					
		"O" class teachers N=67		School principals N=44		SPCs coordinators N=40	
		N	%	N	%	N	%
Sex	a. male	-	-	38	86.3	38	95
	b. Female	67	100	6	13.6	2	5
Educational qualification	a.12+TTI(certificate)	29	43.2	-	-	03	7.5
	b. diploma	38	56.7	-	-	05	12.5
	c. degree	-	-	40	90.9	32	80
	d. master	-	-	04	9	-	-
Years of experience	a. 1-5	19	28.3	6	13.6	08	21
	b. 6-10	46	68.6	5	11.3	12	31.6
	c. 11-15	02	2.9	11	25	14	36.8
	d. 16-25	-	-	13	29.5	04	10.5
	e. 21-25	-	-	07	15.9	-	-
	f. above 26	-	-	02	4.5	-	-

The study findings indicated that "O" class teachers were 100% females. With regard to the sex of the school principals, 86.3% were males and 13.6% were females. Almost the majority of pedagogical center coordinators were 95% males and the remaining 5% were

females. In both school principals and pedagogical center coordinators the male sex dominated the posts than the females. With respect to the educational qualification of the "O" class teachers, 29(43.2%) and 38(56.7%) were certificate and diploma holders, respectively. Majority of the school principals 40(90.9%) had first degree while the remaining 4(9%) of them hold second degree/master/. Regarding the school pedagogical center coordinators, the majority of the respondents 32(80%) were first degree holders. The other 5(12.5%) were diploma graduate and the rest 3(7.5%) were certificate holders.

Table 1 depicted that 46(68.6%) of "O" class teachers concerning their years of experience were between 6 and 10 years. 19(28.3%) of the respondent years of experience were between the range of 1 and 5 years. The remaining 2(2.9%) were between 11 and 15 years of experience. When it comes to the experience of school principals 13(29%), 11(25%), 6(13%), 5(13%) and 9(20%) were between 16-20, 11-15, 1-5, 6-10 and 21-25 years of experiences respectively. Regarding school pedagogical center coordinators 14(35%) years of experience were between 11 and 15. 12(30%) of the SPCs were between 6 and 10 years of experience. The rest 8(20%) and 4(10%) ranged between 1 and 5 and 2(5%) between 16 and 20 years of experience respectively.

4.2 Sources of Instructional Materials in the Teaching Learning Process

In line with the sources of instructional resources/materials, teachers were asked to respond the sources of instructional resources/materials that they were using in teaching learning process and the data gathered from those teachers is organized in Table 2.

Table 2 Sources of instructional resources/materials in the teaching learning process

Choice items	Respondents (N=46)
a) from school pedagogical centre	13(19.4%)
b) from school library	04(5.9%)
c) from prepared local materials within the classroom	50(74.6%)
d) from training main department	-
e) others, specify-----	-

As it is indicated in Table 2, out of 67 "O" class teachers, 74.6 % of them responded that they used IMs in the teaching learning process by preparing from local materials. On the other hand, 19.4% of them said that they used the SPCs and 5.9% school library as a source of

instructional materials respectively. From the above data, one can clearly understand that the sources that teachers use IMs seem limited only to locally prepared and developed materials within the schools and to some extent in school pedagogical centers. This implies that the use of IMs may impede the achievement of desired objectives. Regarding the place of instructional materials almost 60(89.5%) of the participants responded that instructional material are kept within the classroom. The others responded that 4(5.9%) and 3(4.4%) of the materials were kept in school pedagogical centers and school library respectively.

4.3 Availability and Adequacy of Resources/Instructional Materials

4.3.1 Availability of instructional resources/materials in "O" class

As several literatures and research findings showed, the availability of instructional resources/materials in schools is a very significant element for the quality of education in general and to initiate teachers' teaching learning process. Regarding on the availability of specified instructional materials within the " O" class it is summarized in the table 3.

Table 3 Availability of instructional materials in the teaching learning process

Instructional materials		Available	Not available	Remarks
1	Teacher's text books	67(100%)	-	
2	Audiotapes	-	67(100%)	
3	Pictures	67(100%)	-	
4	Televisions	-	67(100%)	
5	Notice boards	67(100%)	-	
6	Real objects	67(100%)	-	
7	Computers	-	67(100%)	
8	Cassette	-	67(100%)	
9	Photographs	19(28.3%)	48(71.6%)	
10	Tapes	-	67(100%)	
11	Films	-	67(100%)	
12	Video	-	67(100%)	
13	Rest mats	14(20.8%)	53(79.1%)	
14	Blocks	-	67(100%)	
15	Puppets	-	67(100%)	
16	Paint	-	67(100%)	
17	Scissors	67(100%)	-	
18	Music instrument	48(71.6%)	19(28.3%)	
19	Counter	39(58.2%)	38(56.7%)	
20	Book shelves	67(100%)	-	
	Others			

Table 3 presents the teachers' responses on the availability of specified instructional materials. All of the teachers, 67(100%), agreed that teachers' textbooks, pictures, notice board, real objects, scissors, bookshelves and counters were available. Furthermore, regarding audiotape, television, computers, cassettes, tapes, films, videos, tape recorder, blocks and puppets all of the teachers, 67(100%) said they were not available. Regarding photographs, 19(28.3%) indicated that they were available while 48(71.6%) said they were not available. Music instruments 48(71.6%) replied available while 19(28.3%) replied they

were not available. With regard to rest mats 14(20.8%) of the respondents stated available while 53(79.1%) of them stated not available.

The other point to mention here "O" class teachers were asked to list down whether other instructional resources/materials were available or not. The teachers responded that during teaching learning process they commonly used like, letters, numbers, charts, which are prepared from local materials. Furthermore, they were used instructional resources/materials made from sand and mud. This situation was also perceived during observation. In respect with the utilization of instructional materials, out of 67 teachers, 45(67.1%) replied that commonly used locally made materials in teaching learning activities. The remaining 22(32.8%) of the participants said that they used commercially based materials.

Furthermore the "O" class teachers were asked whether the classroom situation was helpful or not for teaching. Majority of the teachers 61(91%) said that the classroom situation was not helpful for teaching learning process because the classroom was not equipped with the necessary instructional resources/materials. while 6(8.9%) of the teachers responded that the classroom situation was convenient for teaching learning process. During class observation majority of the "O" classes were not equipped with adequate instructional materials. Poor provision of instructional resources/materials leads to in effective utilization of instructional materials.

4.3.2 Adequacy of Instructional Resources/Materials in "O" class

Table 4 Adequacy of instructional materials

Respondents	Response category						Total	
	Adequate		Average		Few			
	N	%	N	%	N	%	N	%
Teachers (N=67)	5	7.4	8	11.9	54	80.5	67	100

As clearly seen from Table 4, majority of the "O" class teachers 54(80.5%) replied that the availability of instructional resources/materials within the classroom were few. The rest 8(11.9%) and 5(7.4%) of the respondent replied as average and adequate respectively. Inadequate availability of the necessary materials may have hampered effective utilization of instructional resources/materials in teaching learning process. In respect with the sources of instructional materials, majority of the IMs found within the classroom the teachers responded that 42(62.6%), 17(25.3%) and 8(11.9%) were produced by teachers, purchased

and donated respectively. On the other hand, school principals out of 44, 28(63.6%), 11(25%) and 5(11.3%) responded that majority of the IMs were produced by teachers, purchased and donated respectively. we also perceived this during field of observation.

4.4 Status of Instructional Resources/Materials Utilization in "O" class

Table 5 Frequency/Degree/ of utilization instructional materials in "O" class

Respondents	Frequency/degree/ of utilization instructional materials				
	4-Always	3-Sometimes	2-Rarely	1-Never	Total
"O" class Teachers(N=67)	10(14.9%)	48(71.6%)	9(13.4%)	-	67(100%)
School principals(=44)	5(11.3%)	32(72.7%)	7(15.9%)	-	44(100%)
SPCs(N=40)	3(7.5%)	29(72.5%)	8(20%)	-	40(100%)

Table 5 showed that, 48(71.6%) of the "O" class teachers, 32(72.7%) of the school principals and 29(72.5%) of school pedagogical center coordinators answered that teachers sometimes utilized instructional resources/materials in teaching learning process. In connection with this, 9(13.4%) of the teachers, 7(15.9 %) of the school principals and 8(20%) of school pedagogical center coordinators replied respectively that they rarely utilized instructional resources/materials in teaching their students. From the results above, it is observed that the majority of teachers, school principals and school pedagogical center coordinators agreed that teachers do not frequently/regularly/ utilize instructional materials in their lessons.

Apart from the data gathered through questionnaires, an interview also was conducted with school principals on the availability of IMs. Thus, one of these interviewees responded as: *"The school principal said there is poor provision of IMs in the teaching learning process in the preschools ("O" classes) which led to poor utilization of IMs by the teachers"*.

The above statements i.e. from the school principal's response, it is possible to understand that the availability of IMs in the preschools is insufficient to teach children effectively. Thus, preschool teachers teach with few available locally prepared instructional materials. In most cases, they prepare the instructional resources/materials by themselves. The school administration was weak in organizing and fulfilling the classroom and school pedagogical center with the necessary instructional resources/materials. Almost small per cent that is 10(14.9%) of the teachers, 5(11.3%) of the school principals and 3(7.5%) of school pedagogical center coordinators responded that teachers always utilize IMs in the teaching learning process.

Table 5 generally represents that the frequency of utilization of instructional resources/materials by the respondents but the Table 6 below indicates that regarding on the utilization of specified instructional resources/materials filled by the "O" class teachers.

Table 6 Frequency/ degree/ of utilization on specified IMs in "O" class

Instructional materials		Frequency/ degree/ of utilization on specified IMs				
		4 Always	3 Sometimes	2 Rarely	1 Never	Total
1	Teacher's text books	67(100%)	-	-	-	67(100%)
2	Audiotapes	-	-	-	67(100%)	67(100%)
3	Pictures	12(17.9%)	46(68.6%)	9(13.4%)	67(100%)	67(100%)
4	Televisions	0(0%)	0(0%)	0(0%)	67(100%)	67(100%)
5	Notice boards	5(7.4%)	18(26.8%)	44(65.6%)	-	67(100%)
6	Real objects	2(2.9%)	11(16.4%)	54(80.5%)	-	67(100%)
7	Computers	0(0%)	0(0%)	0(0%)	67(100%)	67(100%)
8	Cassette	0(0%)	0(0%)	0(0%)	67(100%)	67(100%)
9	Photographs	6(8.9%)	29(43.2%)	32(47.7%)	-	67(100%)
10	Tapes	0(0%)	0(0%)	0(0%)	67(100%)	67(100%)
11	Films	0(0%)	0(0%)	0(0%)	67(100%)	67(100%)
12	Video	0(0%)	0(0%)	0(0%)	67(100%)	67(100%)
13	tape recorders	0(0%)	0(0%)	0(0%)	67(100%)	67(100%)
14	Rest mats	29(43.2%)	17(25.3%)	13(19.4%)	8(11.9%)	67(100%)
15	Blocks	0(0%)	0(0%)	0(0%)	67(100%)	67(100%)
16	Puppets	0(0%)	0(0%)	0(0%)	67(100%)	67(100%)
17	Paint	0(0%)	0(0%)	0(0%)	67(100%)	67(100%)
18	Scissors	30(44.7%)	32(47.7%)	5(7.4%)	-	67(100%)
19	Music instrument	3(4.4%)	43(64.1%)	21(31.3%)	-	67(100%)
20	Counter	9(13.4%)	43(64.1%)	15(22.3%)	-	67(100%)
21	Book shelves	31(46.2%)	33(49.2%)	3(4.4%)	-	67(100%)

Table 6 asserted that 67(100%) of "O" class teachers did not use audiotape, television, computer, cassettes, film, video, tape recorder, blocks, puppets and paint due to unavailability of instructional materials. But according to all the respondents, 67(100%) showed that they always used teachers' text books. Regarding pictures, 12(17.9%), 46(68.6%) and 9(13.4%) of them used always, sometimes and rarely respectively. Regarding notice board, out of 67 teachers, 5(7.4%) used always, 18(26.8%) used some times and 44(65.6%) used rarely. On real objects, 2(2.9%) indicated they used them always, 11(16.4%) indicated that they used them some times while 54(80.5%) rarely used them. With regard to photographs, 6(8.9%) of the respondents indicated they used them always, while 29(43.2%) of them said sometimes and 32(47.7%) rarely used them. The results further indicated that 29(43.2%) of the respondents always used rest mats. While 17(25.3%) used them sometimes and 13(19.4%) rarely used rest mats. With regard to scissors, 30(44.7%) indicated that they used them always, 32(47.7%) used sometimes while 5(7.4%) rarely used scissors. When asked the frequency/degree/ of use of music instrument 3(4.4%) indicated that they used them always, 43(64.1%) used them sometimes and 21(31.3%) rarely used them. With respect to counters out of 67 teachers, 9 (13.4%), 43(64.1%) and 15(22.3%) said that they used them always, sometimes and rarely respectively. Regarding the bookshelves 31(46.2%) indicated that they used them always, 33(49.2%) used them sometimes and 3(4.4%) rarely used them. The two results indicated in Table 3 and Table 5, regarding the availability and frequency of utilization of instructional materials were supplemented by results obtained from classroom observation and interview held with school principals and school pedagogical center coordinators. We observed that most of the teachers did not use instructional materials frequently in their lesson. All these results revealed that the majority of teachers do not use instructional materials as expected of them.

In addition to the data gathered through questionnaires from teachers, an interview was conducted with school pedagogical center coordinators regarding on the availability and utilization of instructional resources/materials. And one of the interviewees responded as: *"Since teachers are provided with insufficient instructional materials the utilization of instructional materials in the teaching learning process is low. Although they try to prepare some IMs, it is not sufficient for the effective teaching and learning process"*. From this response, we can understand preschool teachers did not effectively utilize instructional resources/materials since there is poor provision of instructional resources/materials.

4.5 Factors Affecting Utilization of Instructional Resources/Materials

Regarding the factors affecting utilization of IMs, most of the teachers, school principals and school pedagogical center coordinators generally described that the presence of poor provision of both locally made and commercially based materials further led to poor utilization of IMs. There are several factors that affect the proper utilization of instructional materials. Some of the factors that affect the utilization of instructional resources/material are summarized in Table 7.

Table 7 Factors affecting utilization of instructional resources/materials

Factors	Degree of agreement								Total	
	1 Strongly agree		2 Agree		3 Disagree		4 Strongly disagree			
	F	%	F	%	F	%	F	%	F	%
Inadequate teachers' professional development	60	89.5	7	10.4	-	-	-	-	67	100
Non-availability and inadequacy of IMs	64	95.5	3	4.4	-	-	-	-	67	100
students' negative attitude towards IMs	-	-	-	-	12	17.9	55	82	67	100
Teachers' negative attitudes the use of IMs	-	-	-	-	9	13.4	58	86.5	67	100
Inappropriateness of IMs	49	73.1	13	19.4	5	7.4	-	-	67	100
Teachers' heavy work load	56	83.5	6	8.9	5	7.4	-	-	67	100
Large class size	54	80.5	13	19.4	-	-	-	-	67	100
Poor remuneration	57	85	10	14.9	-	-	-	-	67	100
Poor condition of service	55	82	12	17.9	-	-	-	-	67	100

From the results in Table 7, the main factors/challenges confronting teachers in utilizing instructional resources/materials for "O" class teachers were: a) non availability and inadequacy of IMs as strongly agreed by 64(95.5%) of the respondents. b) Inadequate teachers professional development as strongly agreed by 60(89.5%) of the respondents c) Poor remuneration/payment/ as strongly agreed by 57(85%) of the respondents d) teachers heavy work load as strongly agreed by 56(83.5%) of the respondents e) Poor service

conditions as strongly agreed by 55(82%) of the respondents f) Large class size as strongly agreed by 54(80.5%) of the respondents and inappropriateness of IMs as strongly agreed by 49(73.1%) of the respondents. On teachers' negative attitudes towards the use of IMs as strongly disagreed by 58(86.5%) of the respondents, and students negative attitude towards IMs as strongly disagreed by 55(82%) of the respondents. The key challenging factors affecting an effective utilization of instructional materials are non-availability and inadequacy of IMs, inadequate teachers' professional development and poor remuneration respectively. Teachers with poor provision of instructional resources/materials cannot teach and realize the lesson effectively. "O" class teachers with heavy working load have little time to arrange and organize the teaching and learning materials. It is also a challenge to prepare of learning materials from the environment because it needs time.

The Other challenges creating difficulty ineffective teaching learning process described by "O" class teachers and school principals include: presence of overcrowded class, i.e. a teacher with large classes cannot satisfy the needs of all learners. Moreover, it is unmanageable class for the teachers in giving/meeting/ the proper service for the students. The classrooms also were inconvenience for keeping and storing the necessary resources/instructional materials. Other challenges explained by the respondents were financial constraints for purchasing the necessary materials and presence of poor support from the public society. This was also checked at the time of observation. The key problem is the "O" classes were not equipped internally and externally with the necessary instructional materials.

4.6 Appropriateness of Instructional Resources/Materials in Teaching Preschool ("O" class) Children

A teacher who makes use of appropriate instructional resources/materials to supplement his/her teaching will help boost student's innovative and creative thinking as well as help them become enthusiastic (Ekwueme & Igwe, 2001). Instructional resources/materials should suit the age level, grade level and characteristics of the learners. Instructional materials should help in the realization of desired learning objectives. However, the result in Table 7 indicates that the instructional resources/materials used by the teachers were not culturally and developmentally appropriate in teaching preschool ("O" class) children. For example, 49(73.1%) of the respondents replied that the instructional resources/materials were not culturally and developmentally appropriate to teach preschool children. On the other hand, Small per cent of the participant, 7.4% replied that as instructional resources/materials were

culturally and developmentally appropriate to teach preschool children. Concerning the appropriateness of instructional resources/materials during the teaching learning process, it was also observed that the instructional materials were not culturally and developmentally appropriate in teaching preschool children. In general, the findings indicate that most of the instructional materials used by preschool teachers were inappropriate because of locally prepared materials by the teachers which are poorly designed, low in qualities and standards for effective teaching learning activities.

CHAPTER FIVE

DISCUSSION OF THE RESULTS

This chapter discussed the outcomes of the study, that is, the categories of description and outcomes presented in the results and the discussion will be mainly focused on the research questions analysed in the preceding section in table 3,4,5,6 and 7 were interpreted and discussed as follows:

Research Question 1: what instructional resources/materials are available for teaching “O” class in Mekelle City?

The most available instructional resources/materials in the “O” classes were teacher’s guide, teacher’s text, bookshelves, scissors, notice boards, pictures and some local materials. In general, the result revealed that the availability of instructional resources/materials within the “O” class was inadequate. For instance, majority of the “O” class teachers (80.5%) replied that the availability of instructional resources/materials within the “O” classes were inadequate. We also observed that the availability of instructional resources/materials in the “O” classes were insufficient for teaching different learning activities in all of the “O” classes in the city. This finding agrees with the work of Amare (1996), who obtained that the most critical educational problems in Ethiopian Schools were unavailability of instructional resources/materials in the classrooms. However, a very low percentage (7.4%) of the participants replied that the availability of instructional resources/materials were adequate. This result is in contrast with the finding of “O” class teachers, school principals and pedagogical center coordinators they replied that the availability of instructional resources/materials in the “O” classes were inadequate. It was also observed that, most of the instructional materials used by the teachers were only the teachers’ guide, text books, scissors, and pictures. Therefore, inadequate availability of the necessary materials may have hampered effective utilization of instructional resources/materials for teaching and learning process. The availability of instructional resources/materials is directly proportional to the utilization instructional materials. However, in schools, the accessibility was normally inversely proportional to the utilization of instructional resources/materials. The result of data analysis showed that the instructional resources/materials available for teaching children were inadequate.

Research Question 2: what is the status of instructional resources/materials utilization in the teaching learning process in “O” class in Mekelle City?

The result showed that the status/degree of instructional resources/materials utilization in teaching learning process in “O” class was very low. The findings indicated that (71.6%) of the "O" class teachers made use of instructional resources/materials sometimes in schools. The result was also supported by the school principals (72.7%) and pedagogical center coordinators (72.5%) that the “O” class teachers used instructional resources/materials sometimes during teaching. In General, the finding indicated low percentage of utilization of instructional resources/materials in preschools (“O” classes) .The finding agrees with the study of Amare (1996), who concluded poor utilization of instructional resources/materials in Tigray primary schools. Moreover, the finding agrees with the study of (Mwololo (2009), who obtained that Preschool teacher’s exhibit low utilization of instructional resources/materials during teaching learning process. However, according to Megbo and Saka (2015), effective teaching cannot be fully accomplished without the use of different types of instructional resources/materials because their presences promote closer and effective communication between the teacher and the learner. Furthermore, Adeogun (2001) discovered that there is a strong positive significant relationship between instructional resources/materials and academic performance. A study by Kibe (2011), also described there is a good relationship between effective teaching and the utilization of instructional resources/materials. This implies that for effective teaching and learning, effective utilization of instructional materials is necessary. The majority of teachers, school principals and school pedagogical center coordinators agreed that teachers do not frequently/regularly/ utilize resources/instructional materials in their lessons. In general, the findings indicated poor utilization of instructional resources/materials by the “O” class teachers due to inadequate availability of instructional resources/materials. However, very low percentage (14%) of teachers made use of the instructional resources/materials always in teaching and learning. This finding is in contrast with what Amare (1996), who reported that teachers did not always effectively make use of instructional resources/materials always due to unavailability of instructional resources/materials.

Research question 3: what are the factors affecting the utilization of instructional resources/materials in the teaching learning process in “O” class?

The study revealed that teachers did not always effectively use of instructional resources/materials because of certain factors that affected them. The finding revealed that the utilization of instructional resources/materials in teaching learning process by “O” class teachers was affected by various factors. For example, (95%) of the respondent did not use them because of non-availability and inadequacy of instructional resources/materials. The other factors that affect the utilization of instructional resources/materials in teaching learning process are: 89.5% inadequate teachers’ professional development, 85% poor remuneration (payment), 83.5% teachers' heavy work load and 82% poor condition service. The result of the analysis indicated that the utilization of instructional resources/materials was affected by several factors. But the main factor that affected the utilization of instructional resources/materials in the “O” classes was non-availability and inadequacy of instructional resources/materials. Guruba (2003) and okobia (2011), reported that the shortage of instructional resources/materials in schools, and particularly preschools, leading to underachievement of the children. A regional desegregation/integration of the data has also revealed that shortage of instructional resources/materials is the number one educational problem in Tigray. This finding was also consistent with the results of a study by BESO.

However, according to Igaga (1987), young children are active and they learn by doing therefore, a wide variety of instructional resources/materials should be provided to them. Furthermore, Kabiru and Njenga (2007) stated that the utilization of varied and sufficient instructional resources/materials in preschool classroom arouses children's attention and sustained their interest. Children become motivated and get attracted to learning activities.

Research question 4: Are the instructional resources/materials culturally and developmentally appropriate to preschool (“O” class) children?

The result indicated that the instructional resources/materials used by the teachers were not culturally and developmentally appropriate to teach preschool children. For example, 73% of the respondents replied that the instructional resources/materials were not culturally and developmentally appropriate in teaching preschool children. Concerning the appropriateness of instructional resources/materials to preschool, we also observed that the instructional resources/materials were not culturally and developmentally appropriate to teach preschool children. However, a teacher who makes use of appropriate instructional resources/materials to supplement his/her teaches helps in boosting students' innovative and creative thinking as well as in becoming enthusiastic (Ekwueme & Igwe, 2001). On the contrary, 7.4% of the participant replied that instructional materials were culturally and developmentally appropriate to preschool children. Generally, the finding indicated that most of the instructional resources/materials used by preschool teachers were not culturally and developmentally appropriate because of locally prepared materials by the teachers which are poorly designed low in qualities and standards for effective teaching learning activities.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

The study was conducted in “O” class in Mekelle City; thus, the study was carried out in forty-four (44) “O” classes in seven sub cities which are: Adihaqui, Ayder, Hadnet, Hawelti, quiha, Semen, and Qedemay weyane. To this end a mixed research method was employed to conduct the research. The sources of data in this study were “O” class teachers, school principals and SPC coordinators. In this study questionnaire, interview and observation were used to collect the data. The collected data were, then analysed using tables and percentages and interpreted based on the already specified research questions.

Therefore based on the result and discussion of the data analysis, the following major findings of the study are summarized as follows:

The first objective of the study was to assess the practice of availability instructional resources/materials in teaching “O” class in Mekelle City. From the study it was revealed that the most of IMs available were teacher’s guide, teacher’s text, bookshelves, scissors, notice boards, pictures and some letters made up from local materials. However, the available instructional resources/materials were inadequate. The findings showed that 85% of the “O” class teachers replied the availability of instructional resources/materials within the “O” class were inadequate. This was also seen during classroom observation. In general the availability of instructional resources/materials in “O” class in all the sub cities was inadequate.

The second objective was to assess the status of utilization of instructional resources/materials by “O” class teachers in teaching learning process. The findings indicated that 71.6% of the “O” class teachers replied that they make use of instructional resources/materials sometimes in teaching learning activities. 72.7% of School principals and 72.5% school pedagogical center coordinators also, said that the “O” class teachers used instructional materials sometimes during teaching and learning process. In general, with regard to the utilization of instructional resources/materials, the findings indicated that the majority of the “O” class teachers were not frequently use instructional resources/materials in their lessons during classroom instruction.

The third objective was to identify the factors affecting the utilization of instructional resources/materials in teaching “O” class. The findings revealed that the effective utilization of instructional resources/materials in teaching learning process by “O” class teachers was affected by various factors. These were: a) Non availability and inadequacy of instructional resources/materials as strongly agreed by 95% of the respondents. b) Inadequate teachers’ professional development as strongly agreed by 89.5% of the respondents. c) Poor remuneration (payment) as strongly agreed by 85% of the respondents. d) Teachers' heavy work load as strongly agreed by 83.5% of the respondents. The “O” classrooms were not also equipped with various instructional materials that led to poor utilization of resources/instructional materials

The fourth objective was to find out whether the instructional resources/materials culturally and developmentally appropriate to teach preschool children. The results revealed that the instructional resources/materials used by the teachers were not culturally and developmentally appropriate in teaching preschool children. 73.1% of the respondents said that the instructional materials were not culturally and developmentally appropriate to teach preschool children. This also confirmed during observation that the instructional resources/materials were not culturally and developmentally appropriate to teach preschool children.

6.2 Conclusion

Based on the aforementioned findings, discussion and summary of the study, the following conclusions were drawn:

Preschool should be exposed to different types of instructional resources/materials to enhance children’s knowledge and basic skills. However, the result of this study revealed that the most available instructional resources/materials were the student’s text, scissors, notice boards, and pictures, local materials and inadequacy of instructional resources/materials identified in all sub cities in Mekelle City. Therefore, it is reasonable to conclude that no necessary basic endeavour was made by schools in general, and school pedagogical centers in particular to support and provide schools with sufficient instructional materials/materials. This indicates school principals, SPCs, and *Wereda* education office did not give much attention in fulfilling the schools with the necessary instructional resources/materials or they did not pay much attention to the value of instructional resources/materials in the teaching learning process.

Children learn and achieve better when they are taught with instructional resources/materials because utilization of instructional resources/materials offers the children to feel, see, and touch the materials during teaching learning process. But with regarding the utilization of instructional resources/materials, the study depicted that there was a strong deficiency in utilization of instructional resources/materials in teaching the “O” classes. “O” class teachers did not frequently use instructional resources/materials mostly due to non-availability and inadequacy of instructional resources/materials. It was also observed that to a small extent locally prepared materials were used. Children were learnt in a passive way due to poor utilization of instructional resources/materials. Hence, it can be concluded that there was lack of effective use of instructional materials due to strong deficiency of instructional resources/materials. This implies children may not gain the necessary knowledge and basic skills like writing, reading, listening and speaking due to low utilization of instructional resources/materials.

There are several factors that affecting the utilization of instructional resources/materials. Due to these various challenges schools perform low achievement in teaching children. From the findings of the study, therefore, it can be concluded that “O” class teachers faced challenges in utilizing instructional resources/materials in teaching “O” class children in Mekelle City. These challenges included: non availability and inadequacy of instructional resources/materials, inadequate professional development of teachers, poor remuneration (payment), teachers’ heavy workloads, poor condition service, large class size, inappropriateness of instructional resources/materials, students' negative attitudes towards IMs, and teachers, negative attitudes to the use of instructional resources/materials. But, non-availability and inadequacy of instructional resources/materials, inadequate professional development of teachers, poor remuneration (payment), teachers’ heavy workloads, poor condition service, large class size, and inappropriateness of instructional resources/materials were considered to be the main factors which affected the utilization of instructional resources/materials.

When instructional resources/materials appropriately used to introduce, develop or conclude a teaching learning session, learners’ interest aroused and developed throughout the lesson and it makes learning to become real, concrete and meaning full. In order to raise academic performance of children teachers need to be creative in preparing relevant instructional resources/materials and be dedicated in using the appropriate instructional resources/materials. Teachers, parents and care-givers should design materials which are

appropriate to the age of the learners. However, from the study findings, it can be concluded that preschools in the study area did not use culturally and developmentally appropriate instructional resources/materials to teach preschool children. It was also observed that instructional resources/materials used by “O” class teacher were not culturally and developmentally appropriate in teaching children. “O” class teachers were commonly used few locally prepared instructional resources/materials which are poorly designed materials.

6.3 Recommendation

Based on the conclusion made above the researcher forwards the following some recommendations:

Instructional materials have tremendous effect in teaching learning process. Instructional resources/materials play a vital role for the realization of actual teaching. Therefore to minimize the challenges of unavailability of sufficient IMs in preschool the “O” class teachers, school principals or vice principals, and all concerned educational authorities or experts should strive to play their part in order to produce and fulfil IMs for the success of effective teaching. To alleviate the problem of unavailability of adequate IMs in the schools in general and “O” class teachers in particular also should use various alternative instructional materials to make children’s learning more concrete and meaning full. In general, government and non-government organizations should also assist in the provision of resources/instructional materials for effective teaching and learning for the preschool children.

Instructional resources/materials are fundamental components of teaching learning process. IMs are essential ingredients of instructional process. Instructional resources/materials crystallize with concrete referents and stimulate interactions or participation in the actual event. Therefore, “O” class teachers are expected to make maximum utilization of instructional resources/materials during their lessons. This will help to promote the realization of the essence and importance of utilizing these instructional resources/materials. Also, decision to make use of IMs need to be mandatory by the school administrators, rather than leaving it to the discretion of the “O” class teacher. Proprietors/school principals should conceive the utilization of locally made and purchased modern instructional resources/materials in order to inculcate the spirit of learning preschool children.

There are several factors that affect the utilization of instructional resources/materials in “O” class. The main challenges that affected effective utilization instructional resources/materials

were unavailability of instructional resources/materials and inadequate teachers' professional development. Thus, concerned bodies should be devoted to equip the "O" classrooms and school pedagogical centers with variety of locally made and purchased modern instructional resources/materials. Development of professional skills is also crucial element in developing greater confidence and knowledge in discharging teachers' duties and responsibilities. Hence all concerned bodies should facilitate and encourage teachers' continuous training programs to update their professional skills for effective teaching and learning process of the learners. "O" class teachers should be given periodic training on utilization of instructional resources/materials through regular trainings. This will assist to encourage the realization of the importance of utilizing the instructional resources/materials. So as to improve the teaching learning process, as it is indicated in education and training policy, ETP (1994), teachers are required to have necessary teaching qualification and competency in the process of instruction, through pre-service and in-service training programs.

Teachers should be stimulated to utilize the appropriate instructional resources/materials to ensure maximum participation of the children. It is needed to use the right instructional resources/materials for the realization of the teaching learning activities. Instructional resources/materials should be appropriate and not limited only to the locally prepared instructional material. Pre-schoolers should be taught with appropriate locally prepared and purchased modern instructional materials to be able to participate fully in early childhood education program. Therefore, Teachers should be stimulated to use the appropriate instructional materials to ensure maximum participation and construct knowledge and basic skills of the children.

Finally, it looks rational to recommend that the concerned bodies should pay special consideration to make children learning more meaning full and concrete by providing adequate instructional resources/materials in the teaching learning process. Therefore, regional educational bureau should provide sufficient instructional resources/materials to preschools ("O" classes) to enhance effective teaching and also parents should be encouraged to buy recommended instructional resources/materials. Thus, as a facilitator, it is imperative that school coordinators should help "O" class teachers in fulfilling and using IMs. In addition they should discharge their duties and responsibilities in supporting teachers and improving the quality of preschools.

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APPENDIX-A
ADDIS ABABA UNIVERSITY
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FOR EARLY CHILD CARE AND EDUCATION
(ECCE)

Title of the study: A study on Utilization of Instructional Resources/Materials in pre-primary education program in “O” class in Mekelle City.

Purpose of the questionnaire: The availability and utilization of necessary instructional resources/materials is the most important factors that influence the promotion of effective teaching learning process. Without the availability and utilization of instructional materials effective classroom instructions cannot be carried out. The purpose of this questionnaire is therefore to collect reliable information regarding the availability and utilization of instructional resurces/materials so as to suggest ways of improvement. Therefore gathering data enables to investigate the state of availability and utilization of instructional materials in those preschools (“O” class) and to suggest solutions for the identified problems. So the researcher would like to request you to provide tangible and reliable data.

A questionnaire to be filled by “O” class teachers

This questionnaire was filled by pre-schools (“O” class) teacher in Mekelle in seven sub cities. This questionnaire seeks information on the utilization, availability, and factors affecting the utilization of IMs. Please fill this questionnaire to the best of your knowledge using either making a circle on the appropriate answer or filling the spaces where appropriate. Respond to all the questions as honestly and accurately as possible since the information you give will be treated confidentially and will only be used for research purpose.

N.B. Writing your name on this questionnaire is not necessary.

Thank you for

Your cooperation

Part One: Personal information/bio data/.

1. Name of the school _____
2. Sex: A. Male B. Female
3. Age _____
4. Education qualification
A. 10th grade complete B. 12th grade complete C. 12+TII/Certificate/ D. College diploma
E. Degree F. Others, specify _____
5. What educational level have you trained in early child care and education (ECCE)?
A. Certificate B. Diploma C. degree D. Master
6. Years of experience in teaching _____

Part two: basic information

7. Where do you find the instructional resources/materials required in the teaching- learning process?
A. From School pedagogical center B. from school Library C. From other local materials
D. From training main department E. Others, specify _____
8. Place where instructional resources/materials are kept:
A. classroom B. library C. store D. any other _____
9. Availability of instructional resources/materials in the in the classroom:
A. Adequate B. average C. few D. others, _____
10. The available instructional resources/materials are: A. produced by teachers B. purchased
C. donated D. borrowed E. if others, specify _____

11. Availability of instructional resources/materials

Table 11.1 below is a list of instructional resources/materials, please indicate where they are available or not available by writing a tick mark (√) against each materials.

Instructional materials		available	Not available	remarks
1	Teacher's text books			
2	audiotapes			
3	pictures			
4	televisions			
5	Notice boards			
6	Real objects			
7	Computers			
8	cassette			
9	photographs			
10	Tapes			
11	films			
12	video			
13	tape recorders			
14	Rest mats			
15	blocks			
16	puppets			
17	paint			
18	Scissors			
19	Music instrument			
20	counter			
21	Book shelves			
	others			

12. List down other instructional resources/materials available in your pre-school. If any

13. What type of instructional resources/materials you often use?

A. Commercial based B. Locally made C. imported material D. improvised materials

E. if any others, specify _____

14. Does the classroom (“O” classes) situation help you in the utilization and storage of instructional resources/materials? A. Yes B. No

15. How frequently do you use instructional resources/materials in teaching and learning process?

A. always B. sometimes C. rarely D. never

16. Status of instructional resources/materials utilisation in classroom in teaching learning process by preschool (“O” classes) teacher:

Table 16.1 The table below shows the frequency (degree) of utilization of instructional resources/materials in classroom: choose how often you use any of those materials by checking the number correspond answer:

The responses are as follows: 4. always 3.sometimes 2.rarely 1.never

Instructional resources/materials		Frequency of utilization			
		4 always	3 sometimes	2 rarely	1 never
1	Teacher's text books				
2	audiotapes				
3	pictures				
4	televisions				
5	Notice boards				
6	Real objects				
7	Computers				
8	cassette				
9	photographs				
10	Tapes				
11	films				

12	video				
13	tape recorders				
14	Rest mats				
15	blocks				
16	puppets				
17	paint				
18	Scissors				
19	Music instrument				
20	counter				
21	Book shelves				
	others				

17. What challenges do you face in utilizing the following kinds of instructional resources/materials?

A. Commercial based materials:

A. Locally made materials:

B. Imported materials:

18. Do you face any problems/ challenges/ in utilizing instructional resources/materials in the Classroom (“O” classes)? A. Yes B. No

19. The following are some challenges or factors that affect utilization of instructional resources/materials in teaching preschool (“O” class).

Please indicate your degree of agreement using a tick (√) to each of the following statements to the extent of their effect in relation to the situation in your preschool? 1-strongly agree 2-agree 3- disagree 4- strongly disagree

Table 19.1 Factors that affects the utilization of instructional resources/materials in teaching- learning process

Factors	1	2	3	4
Inadequate teachers professional development in preschool				
Non-availability and inadequacy of IMs/resources				
students' negative attitude towards IMs/resources				
Teachers negative attitudes the use of IMs/resources				
Inappropriateness of instructional resources/materials				
Teachers' heavy work load				
Large class size				
Poor remuneration(payment)				
Poor condition of service				

20. Other challenges that generally hindering the use of instructional resources/materials in teaching and learning process in O- Classes please mention below:

21. What do you suggest on the strategies to facilitate the availability and utilization of instructional resources/materials in the preschool (“O” classes):

22. Do the instructional resources/materials culturally and developmentally appropriate in teaching preschool ("O" class) children? A. Yes B. No

APPENDIX-B
ADDIS ABABA UNIVERSITY

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CENTER FOR EARLY CHILD CARE AND EDUCATION
(ECCE)

Interview Items for School Principals

Interview items for the school principals concerning instructional resources/materials

Name of the school _____

Number of “O” class sections _____

Education level _____

Education qualification _____

Service years as a principal _____

1. What instructional resources/materials are available in “O” class?

2. What types of instructional resources/materials do preschool (“O” class) teachers commonly use in teaching and learning process?

3. What are the opportunities in utilizing instructional resources/materials at school level?

4. What are the problems that face in using IMs by “O” class teachers in your school?

5. In general what are the critical challenges in “O” class in utilizing instructional resources/materials?

6. What are the possible strategies to minimize the challenges in “O” class in utilizing IMs?

7. Do the IMs culturally and developmentally appropriate in teaching preschool children?

APPENDIX-C
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Interview items for the SPCs coordinators concerning IMs

Name of the school _____

Education level _____

Education qualification _____

1. What instructional resources/materials are available in the school pedagogical center?

2. What instructional resources/materials do “O” class teachers use in most cases?

3. How do you evaluate the contribution of school pedagogical center for “O” class in facilitating the teaching and learning process?

4. What is the status of instructional resources/materials utilization in the “O” class?

5. What are the main factors or problems that affecting “O” class teachers' in utilisation of instructional resources/materials? _____

6. Are the IMs culturally and developmentally appropriate in teaching preschool children?

APPENDIX-D
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(ECCE)

**A checklist for Classroom Observations concerning instructional
resources/materials**

The researcher will observe the availability and utilization of instructional resources/materials in “O” class in teaching-learning process

A. general information

1. Name of the school _____

2. Name of the teacher/facilitator/ _____

3. Number of pupils present _____

4. Date of observation _____

5. Types of instructional resources/material presented in the classroom (“O” class):

6. List of instructional resources/materials available in the classroom:

7. The source of these instructional resources/materials:

8. Observation at classroom level (“O” class)

8.1 observation checklist

B	Teacher's use of IMs/resources in teaching learning process	check		
		yes	no	others
1	He/she uses a variety of IMs in teaching children			
2	He/she uses the student center approach			
3	Let's students practice freely			
5	Show effort to make clear the content using the IMs/resources			
6	Students are motivated using IMs/resourcea in their learning			
7	He/ she uses culturally and developmentally appropriate IMs			

9. Do the IMs culturally and developmentally appropriate in teaching preschool children (“O” classes)?_____

APPENDIX-E
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(ECCE)

ርእሲ መፅዕድ፡ አጠቃቅማ መምህራ ማቴሪያላት/ሓገዛት/ አብ ቕድመ መደብኛ ትምህርቲ ("አ" ክፍሊ) አብ መንግስታዊ አብያተ ትምህርቲ አብ ከተማ መቐለ

ዕላማ ፅሑፍ-መሕትት ቐረብን አጠቃቅማን መምህራ ማቴሪያላት ብጣዕሚ ወሳንን አብ ዕብዮት ከይዲ ምምህር ምስትምህር ዓብዪ አበርክቶ ዘለዎ እዩ። ብዘይካ ቐረብን ምጥቓምን መምህራ ማተርያላት ውዕኢታዊ ከይዲ ምምህር ምስትምህር ንክመሓየሽ ርኪቶን መፍትሒ ሓሳባትን ንምህብ ዝግለመ እዩ። ስለዚ እቲ መፅዕድ ትክክለኛን ዘተኣማምንን ንክከውን ሓቓቂን ጭቡጥ መረዳኢታን ንክትህቡኒ ብትሕትና ይሓትት።

ፅሑፍ-መሕትት ንመምህራን ቕድመ ስሩዕ ትምህርቲ ህፃናትን ("አ" ክፍሊ) ብዛዕባ አጠቃቅማ መምህራ ማተርያላት/ሓገዛት/ ዝምልከት

እዚ ፅሑፍ-መሕትት እዚ አብ ከተማ መቐለ ብዝርከቡ ብቕድመ ስሩዕ ትምህርቲ ንህፃናት ("አ" ክፍሊ) መምህራን ዝተመልኦ እዩ። ዕላማ እዚ ፅሑፍ-መሕትት እዚ ድማ አብ አጠቃቅማ፣ ቐረብን ማሕንቕታትን/ፀገማትን/ መምህራ ማተርያላት-ዝምልከት መረዳኢታን ሓበሬታን ንምእካብ እዩ። ስለዚ ክቡራት መምህራን ብዘለኩም ዓሚቕ ፍልጠትን ግንዛብን መሰረት ትክክለኛ መልሲ እዩ ኢልኩም ዝኣመንክምሉ መማረቂ መልሲ ኣክብቡ ወይድማ ኣብቲ ክፍቲ ቦታ ምልኡ ሓሳብ ፀሓፍ/ቂ። ኩሎም ዓይነታት ሕቶታት ብቕንዕና፣ ብትዕግስትን ብትኣማንነትን ብትክክልን ብዝተክኣለ መጠን መልሱ/ሳ። እቲ እትህብዎ መልስን ሓበሬታን ሚስጥሩ ዝተሓለወ ኮይኑ ንዕላማ ንፅንዓትን ምርምርን ግልጋሎት ጥራሕ ዝውዕል እዩ

ል.በ. ሽምኩም/ን ኣብቲ ፅሑፍ-መሕትት ምስፋር ኣየድልን ኣገዳስን ኣይኮነን.

ንምትሕብባርኩም

ኣቐዲመ የመስግን

ክፋል ሓደ- ውልቃዊ መረዳኝታ ወይድማ ሓበሬታ

- 1. ሽም ቤት ትምህርቱ _____
- 2. ፆታ:- A. ተባቦታይ B. ኣነስታይ
- 3. ዕድመ: _____
- 4. ደረጃ ትምህርቱ:- A.10 -ክፍሊ ዝወደአ/ት B.12 -ክፍሊ ዝወደአ/ት
C.12+ቲቲኣይ/ሰርቲፊኬት/ D. ኮለጅ ዲፕሎማ E.ዲግሪ F.ካሊኦ ኦንተሃልዩ ግለፅ _____
- 5. ብቐድመ መደበኛ/ስሩዕ/ ት/ቲ ኣተሓሕዘ ንህፃናትን ት/ትን ወይድማ ኣፀደ ሕፃናት ዝሰልጠንካሉ/ንክሉ ደረጃ ት/ቲ? A. ሰርቲፊኬት B. ዲፕሎማ C. ዲግሪ D. ማስተር
- 6. ግልጋሎት/ ስራሕ ልምዲ/ ኣብ ሙያ መምህርነት: _____

ክፋል ክልተ- መሰረታዊ መረዳኝታታትን ሓበሬታታትን

- 7. ኣብ ክይዲ ምምሃር ምስትምሃር ዘድልዩካ/የኪ ወይ ድማ እትጥቀመሉ/ምሉ መምሃሪ ማተርያላት/ ሓገዛት/ ፍልፍሎም ካበይ እዩ?
A. ካብ ጨንፈር ማእኸል B. ካብ ላብረሪ /ቤተ መፃሕፍቲ/ C. ካብ ከባቢያዊ ማቴሪያላት/ሓገዛት/ D. ካብ መሰልጠኒ ቐንዲ ማእኸላት E. ካሊኦ ኦንተሃልዩ ግለፅ _____
- 8. መምሃሪ ማተርያላት/ ሓገዛት/ ዝዕቐቡሉ ቦታ ኣበይ እዩ:-
A. ኣብ መምሃሪ ክፍሊ B. ኣብ ቤተ-ንባብ/ C. ኣብ ዕቕባ ክፍሊ D. ካብ ጨንፈር ማእኸል E. ካሊኦ ኦንተሃልዩ ግለፅ _____
- 9. ቐረብ መምሃሪ ማተርያላት/ሓገዛት/ ኣብ ውሽጢ መምሃሪ ክፍሊ:-
A እኹል B. ማእኸላይ C. ውሑድ D. ካሊኦ ኦንተሃልዩ ግለፅ _____
- 10. እቲ ዘሎ መምሃሪ ማቴርያላት/ሓገዛት:-
A. ብመምህራን ዝተዳለወ እዩ B. ዝተዳደገ እዩ C. ብሓገዝ ዝተረኸበ እዩ D. ብልቓሕ ዝተረኸበ እዩ E. ካሊኦ ኦንተሃልዩ ግለፅ -----

11. ቅረብ መምሃሪ ማተርያላት/ሓገዛት ዝምልከት

ሰደቓ 11.1 ካብዞም ዝስዕቡ ዝርዝር መምሃሪ ማተርያላት/ሓገዛት/ ኣብ ቤት

ትምህርት ካ/ኪ ዘለዉን ዘየለዉን ብምፍላይ ምልክት ቲክ (✓) ግበር/ሪ

	መምሃሪ ማተርያላት/ ሓገዛት/	ኣሎ/ዘለዎ/	የለን/ዘየለ/	ርእ.ቶ
1	ናይ መምህር መፅሓፍ			
2	አድዮቴፕ			
3	መንደቕ ስእሊታት			
4	ቴለቪዥን			
5	ፅሑፋት መጠቐሚያ ቦርድ			
6	ቐሳዊ መምሃሪ ሓገዛት/Real objects/			
7	ኮምፒውተር			
8	ካሌት			
9	ፎቶግራፍ			
10	ቴፕ			
11	ፊልሚ			
12	ቪዲዮ			
14	ድምዒ ቐራጺት ቴፕ			
15	መፅረፊ ምንጻፍ			
16	ንህንጻ መሳርሒ መጻውዒ ንህጻናት/blocks/			
17	አሻንጊሊት			
18	ቅብኣ/ቀለም/			
19	መቐስ			
20	መሳርሒ መዘቓቓታት			
22	መቐፀሪ			
23	መፅሓፍ መደርደሪ			
	ካሊኦ-----			

12. ካብዞም ኣብ ላዕሊ ዝተጠቀሱ መምሃሪ ማተርያት/ሓገዛት/ ወፃኢ ኣብ ቤት ትምህርትኻ/ኺ ዝርከቡ ካልኦት መምሃሪ ማተርያት/ሓገዛት/ እንተሃልዩም ዘርዝር/ሪ:-

13. መብዛሕትኡ እዋን እትጥቅመሎም/ምሎም ዓይነታት መምሃሪ ማተርያት/ሓገዛት/ እንታይ እዮም? A. ዝተዓደጉ መምሃሪ ማተርያት /ሓገዛት/ B. ካብ ከባቢ ዝተዳለዉ መምሃሪ ማተርያት/ ሓገዛት/ C. ካብ ደገ/ወፃኢ/ ዝምፁ መምሃሪ ማተርያት/ ሓገዛት/ D. ተመሓይሾም ዝተሰርሑ መምሃሪ ማተርያት/ ሓገዛት/ E. ካሊእ እንተሃልዩ ግለፅ/ዓ.____

14. ኩነታት እቲ “ኦ” ክፍሊ መምሃሪ ማተርያት/ሓገዛት/ ኣብ ምጥቓምን ኣብ ምዕቓብን ሓጋዚ ድዩ? A. እወ B. ሓጋዚ ኣይኮነን

15. ኣብ ከይዲ ምምሃር ምስትምሃር ደረጃ መምሃሪ ማተርያት/ሓገዛት/ ኣመቓቕማኻ/ኺ ከመይ እዩ/ኢኺ? A. ኩሉጊዜ ይጥቅም B. ሓደ ሓደ ጊዜ ይጥቅም C. ውሑድ ጊዜ ይጥቅም D. ጭራሽ ኣይጥቅምን

16. ኩነታት ብርኪ/ደረጃ/ አጠቃቅማ መምህራ ማተርያላት/ሓገዛት/ "አ" ክፍሊ መምህር አብ ከይዲ ምምህር ምስትምህር ዝምልከት:

ሰደቃ 16.1 እዚ ዝስዕብ ሰደቓ ብርኪ/ደረጃ/ አጠቃቅማ መምህራ ማተርያላት/ሓገዛት ዘርኢ እዩ። ስለዚ እዞም ዝስዕቡ መምህራ ማተርያላት/ሓገዛት/ ንክንደይ ጊዜ ዝኣክል ከምትጥቀሙ/ምሉም ካብዚ ንታሕቲ ኣብቲ ሰደቃ ተቐሚጦም ዘለዉ ቁፅራታት መልስ/ሲ/.

እቶም መልስታት ድማ እዞም ዝስዕቡ እዮም:

4. ኩሉጊዜ ይጥቅም 3. ሓደሓደ ጊዜ ይጥቅም 2. ሓልሓሊፉ/ውሑድ/ ጊዜ ይጥቅም 1.ጭራሽ ኣይጥቅምን

መምህራ ማተርያላት/ሓገዛት/	ብርኪ/ደረጃ/ በዝሒ ኣጠቃቅማ /Frequency of use/			
	4 ኩሉ ጊዜ	3 ሓደ ሓደ ጊዜ	2 ሓልሓሊፉ	1 ምንም ኣይጥቀምን
1. ናይ መምህር መፅሓፍ				
2. ኣድዮቴፕ				
3. መንገዳታት ስእሊታት				
4. ቴለቪዥን				
5. ፅሑፋት መጠቐሚያ ቦርድ				
6. ቁሳዊ መምህራ ሓገዛት/Real objects/				
7. ኮምፒውተር				
8. ካሴት				
9. ፎቶግራፍ				

10.ቴፕ				
11.ፊልሚ				
12.ቪዲዮ				
13.ድምፂ ቆራጫት ቴፕ				
14.መፅረፊ ምንጻፍ				
15.ንህንጻ መሳርሐ መግወቲ ንህጻናት/bloc ks/				
16.ባምቡላ				
17.ቅብኣ/ቀለም/				
18.መቐስ				
19.መሳርሐ መብቂቻታት				
20.መቐፀሪ				
21.መፅሐፍ መደርደሪ				
22.ካሊኦ-----				

17. ኣብ ምርካብን ኣብ ምጥቓምን እዞም ዝስዕቡ ዓይነታት መምሃሪ ማቴርያላት/ሓገዛት/ እንታይ ዓይነታት ዕንቕፋት ወይድማ ፀገማት የጋጥሙኻ/ኪ/?

A. ኣብ ዝተዓደጉ መምሃሪ ማተርያላት/ሓገዛት/-

B ካብ ከባቢያዊ ዝተሰርሑ መምህራ ማተርያላት/ሓገዛት/:-

C.ካብ ደገ/ወፃኢ/ ዝመጡ መምህራ ማተርያላት/ሓገዛት/:-

18. ካብ ከይዲ ምምህር ምስትምህር “አ” ክፍሊ ካብ ኣጠቓቕማ መምህራ ሓገዛት ፀገም የጋጥሙኻ/ኸ ደ? A. እወ B. ፀገም ኣየጋጡምንን

19. እዞም ዝስዕቡ ዝተወሰኑ ነጥቢታት ካብ ኣጠቓቕማ መምህራ ማተርያላት/ሓገዛት/ ካብ “አ” ክፍሊ ካብ ዘጋጥሙ ፀገማት ዝተወሰኑ እዮም. ስለዚ ካብ ብርኪ ቤት ትምህርትኻ/ኸ ካብ ምጥቓም መምህራ ማተርያላት/ሓገዛት/ ብዘሕድርዎ ደረጃ ፅልዎ መሰረት ዘለካ/ኪ ብርኪ ስምምዕነት ብኣንፃር ዘሕድርዎ ፀገም/ዕንቕፋት/ ካብ ከይዲ ምምህር ኣብቶም ሙሉእ ሓሳባት ምልክት ቲክ(✓) ኣቐምጥ/ጢ:-

1-ብጣዕሚ ይስማማዕ 2- ይስማማዕ 3-ኣይስማማዕን 4- ብጣዕሚ ኣይስማማዕን

ሰደቓ 19.1 ካብ ከይዲ ምምህር ምስትምህር ካብ ምጥቓም መምህራ ማተርያላት/ሓገዛት/ ዘሕድርዎ ደረጃ ፅልዎ /ዕንቕፋት/ ዝምልከት:

ፅልዎ ዘሕድር/ Factors /	1	2	3	4
ካብ ቅድመ ስሩዕ ትምህርቲ ብቐዕ ሞያዊ ስልጠና ዘይምውሳድ				
ትሑት ቐረብ መምህራ ማተርያላት/ሓገዛት/ ምህላው				
ንመምህራ ማተርያላት/ሓገዛት/ ኣሉታዊ ኣረኣእያ ተምህሮ ምህላው				
ንመምህራ ማተርያላት/ሓገዛት/ ኣሉታዊ ኣረኣእያ መምህራን ምህላው				
ኣግባብነት ዘይብሎም መምህራ ማተርያላት/ሓገዛት/ ምህላው				
ብዘሒ ክፍለ ጊዜ/ባዕቕ ስራሕ/ መምህር ምህላው				
ብዘሒ ተምህሮ ካብ ክፍሊ ምህላው				
ትሑት ክፍሊት ምህላው				
ትሑት ኣወሃህባ ግልጋሎት ምህላው				

20. ብሔራሽ ኣብ ከይዲ ምምሃር ምስትምሃር”ኦ” ክፍሊ ተምሃሮ ኣብ ምምሃር መምሃሪ ማተርያላት/ሓገዛት/ዘጋጥሙኻ/ኺ ፀገማት ብናይ ባዕልኻ/ኺ ሓሳብ ግለፅ/ዒ:-

21. ኣብ መምሃሪ “ኦ” ክፍሊቐረብን ኣጠቓቕማን መምሃሪ ማተርያላት/ሓገዛት/ ንምጥንኻር እንታይ ስትራተጂ ምክታል ከምዘድሊ እንታይ ሓሳብ ተቐርብ/ቢ?

22. እቶም መምሃሪ ሓገዛት ህፃውንቲ ኣብ ምምሃር ምዕቡላትን ምስ ባህሊ ሕ/ ሰብ ዝስማምዑ ድዮም? A. እወ B. ኣይኮኑን

APPENDIX-F
ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
CENTER FOR EARLY CHILD CARE AND EDUCATION
(ECCE)

ቻለ-መሕትት ንርእስ መምህራንቸድመ ስሩዕ ትምህርቲን ህፃናትን ("አ" ክፍሊ) ብዛዕባ መምህራ ማቴርያላት ዝምልከት፡-

ሽም ቤት ትምህርቲ _____

በዝሒ መምህራ "አ" ክፍሊ _____

ደረጃ ትምህርቲ _____

ዝተመረቐሉ ዓይነት ትምህርቲ _____

ግልጋሎት ብርእስ መምህርነት _____

1. ኣብ መምህራ "አ" ክፍሊ ዘለዉ ቐረብ ዓይነታት መምህራ ማቴርያላት/ሓገዛት/ እንታይ እንታይ እዮም?

2. መብዘሕቲኡ እዋን "አ" ክፍሊ መምህራን ኣብ ከይዲ ምምህር ምስትምህር እንታይ ዓይነታት መምህራ ማቴርያላት/ሓገዛት/ይጥቐሙ?

3. ብደረጃ/ብብርኪ/ ቤት ትምህርት-ኹም ኣብ ምጥቓም መምህሪ ማተርያላት/ሓገዛት/ ዘለዉ ፀጋታት/ዕድላት/ እንታይ እንታይ እዮም:-

4. “ኦ” ክፍሊ መምህራን ኣብ ምጥቓም መምህሪ ማቴርያላት/ሓገዛት/ ካብዘጋጥምዎም ፀገማት-ፀገማት እንታይ እንታይ እዮም?

5. ኣብ ቤት ትምህርት-ኹም ብሓፈሻ “ኦ” ክፍሊ ኣብ ምጥቓም መምህሪ ማተርያላት/ሓገዛት/ እቶም ቀንዲ ቐንዲ ወሰንቲ ፀገማት እንታይ እንታይ እዮም?

6. ኣብ ቤት ትምህርት-ኹም ኣብ “ኦ” ክፍሊ ኣብ ምጥቓም መምህሪ ማተርያላት/ሓገዛት/ ንዘጋጥምኹም/ክን ፀገማት ንምቅናስን ንምፍታሕ እትክተልዎ ስትራተጂ እንታይ እዮም?

7. እቶም መምህሪ ሓገዛት ህፃውንቲ ኣብ ምምህር ምዕቡላትን ምስ ባህሊ ሕ/ ሰብ ዝስማምዑድዮም? _____

APPENDIX-G
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
CENTER FOR EARLY CHILD CARE AND EDUCATION
(ECCE)

ቋለ-መሕትት ንመተሓባበሪ ጨንፈር ማእኸል ቤት ትምህርቲ ቐድመ ስሩዕ ትምህርቲን ህፃናትን ("ኦ" ክፍሊ) ብዛዕባ መምህራ መተርጎሚት /ሓገዛት/ ዝምልከት፡-

ሽም ቤት ትምህርቲ _____

ደረጃ ትምህርቲ _____

ዝተመረቐሉ ዓይነት ትምህርቲ _____

1. ኣብ ጨንፈር ማእኸል ዘለዉ ቀረብ መተርጎሚት/ሓገዛት/ እንታይ እንታይ ዓይነት እዮም?

2. መብዘሕቲኡ እዋን ናይ "ኦ" ክፍሊ መምህራን ኣብ ከይዲ ምምህር ምስትምህር እንታይ ዓይነታት መምህራ መተርጎሚት/ሓገዛት/ ይጥቐሙ?

3. ኣብ ከይዲ ምምህር ምስትምህር ጨንፈር ማእኸል ንመምህራ "ኦ" ክፍሊ ኣብ ምጥንኻርን ኣብ ምስላጥን ዘለዎ እጃም/ኣስተዋፀኦ / ከመይ ትግምግሞ/ምዮ?

4. ከ-ነታት ቐረብ መምህራ መተርጎሚት/ሓገዛት/ ኣብ "ኦ" ክፍሊ ደረጃኡ እንታይ ይመስል?

5. “አ” ክፍሊ መምህራ ኣብ ምጥቓም መምህሪ ማተርያላት/ሓገዛት/ ቐንዲ ዓንቀፍቲ ዝኾኑ ነገራት እንታይ እዮም?

6. እቶም መምህሪ ሓገዛት ህፃውንቲ ኣብ ምምህር ምዕቡላትን ምስ ባህሊ ሕ/ ሰብ ዝስማምዑ ድዮም?

APPENDIX-H

ADDIS ABABA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
CENTER FOR EARLY CHILD CARE AND EDUCATION
(ECCE)**

ቕጥረ ክፍሊ ምልክታ ኣብ ቅድመ ስሩዕ ትምህርቲ (“ኦ” ክፍሊ) ብዛዕባ መምህራ ማቴርያላት /ሓገዛት/ ዝምልከት፡-

እቲ መዕነዳይ ኣካል ብዛዕባ ቐረብን ኣጠቓቕማን መምህራ ማቴርያላት/ሓገዛት/ ኣብ ከይዲ ምምህር ምስትምህር “ኦ” ክፍሊ ዝምልከት ትዕዘብቲ/ምልክታ/ ከካይድ እዩ

A. ሓፈሻዊ ሓበሬታ /መረዳእታ/

1. ሽም ቤት ትምህርቲ _____
2. ሽም መምህር/መሳለጢ/ _____
3. በዝሒ ተምህሮ ኣብ ክፍሊ _____
4. ትዕዘብቲ/ምልክታ/ ዝትኻየደሉ ዕለት _____
5. ኣብ ውሽጢ መምህራ ኦ- ክፍሊ ዘለዉ ዓይነታት መምህራ ማቴርያላት/ሓገዛት/ _____

6. ብሓፈሻዊዎም ኣብ ውሽጢ መምህራ ኦ- ክፍሊ ዝርከቡ መምህራ ማቴርያላት/ሓገዛት/ ዘርዘር/ዚ፡- _____

7. እቶም መምህራ ማቴርያላት/ሓገዛት/ ፍልፍሎም ካበይ ዝተረኸበ እዩ?

8.ክፍል ምልክታ ብደረጃ ቤት ትምህርቲ

8.1 ቅጥዲ ክፍሊ ምልክታ

B	ምጥቃም መምህራ ማተርያላት/ሓገዛት/ ኣብ ከይዲ ምምህር ምስትምህር	ቼክ ዝተገበረ /check/		
		እወ	ኣይተጠቀመን	ካሊእ
8.1	ህፃውንቲ ኣብ መምህር ዝተፈላለዩ መምህራ ማቴርያላት/ሓገዛት/ መፅሓፍ ተጠቂሙ/ማ			
8.2	ተምህራይ ማእኸል ዝገበረ ከይዲ ምምህር ምስትምህር ተኸቲሉ/ላ			
8.3	ተምህሮ ነፃ ኮይኖም ንክመሃሩን ንክለማመዱ ገይሩ/ራ			
8.4	መምህራ ሓገዝ/ ማተርያል ተጠቂሙ/ማ ትሕዝቶ ትምህርቲ ግልፂ ንክኸውን ፃዕሪ ገይሩ			
8.5	ኣብ ከይዲ ምምህር ምስትምህር መምህራ ሓገዝ ስለዝትጠቐሙ/መት ተምህሮ ንክልፃፃሉ ገይሩ/ራ			
8.6	ምዕብላትን ምስ ባህሊ ሕ/ ሰብ ዝስማማዕ መምህራ ሓገዝ ተጠቐሙ/ማ			

9. እቶም መምህራ ሓገዛት ህፃውንቲ ኣብ ምምህር ምዕብላትን ምስ ባህሊ ሕ/ ሰብ ዝስማምዑ ድዮም? _____

I, the undersigned, declare that this thesis is my original work and has not been presented in this or any other University and all sources of materials used for this thesis have been duly acknowledged.

Name: G/Medhin Haddish Gidey

Signature: _____

Date: _____

Place: _____

This thesis has been submitted for examination with my approval as University advisor.

Name: _____

Signature: _____

Date: _____

Place: _____